

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Centers for International Business Education**

**CFDA # 84.220A**

**PR/Award # P220A140030**

**Grants.gov Tracking#: GRANT11694844**

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/03/2014

4. Applicant Identifier:

BaS\_US\_ED\_Renewal\_141581\_Final

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

University of Connecticut

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

060772160

\* c. Organizational DUNS:

6142090540000

d. Address:

\* Street1:

438 Whitney Road Extension, U-1133

Street2:

\* City:

Storrs

County/Parish:

\* State:

CT: Connecticut

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

06269-1133

e. Organizational Unit:

Department Name:

Dean's Office

Division Name:

International Business Program

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Kelly

Middle Name:

\* Last Name:

Aceto

Suffix:

Title:

Director, International Business Programs

Organizational Affiliation:

University of Connecticut

\* Telephone Number:

860-486-5458

Fax Number:

\* Email:

kelly.aceto@business.uconn.edu

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

\* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

### 13. Competition Identification Number:

84-220A2014-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

University of Connecticut Center for International Business Education 2014-2018

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,451,958.00"/>
* b. Applicant	<input type="text" value="3,151,861.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,603,819.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Michelle Pereira Lopes	Interim Director, Sponsored Programs
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
University of Connecticut	07/03/2014

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# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Connecticut"/> * Street 1 <input type="text" value="438 Whitney Road Extension, U-1133"/> Street 2 <input type="text"/> * City <input type="text" value="Storrs"/> State <input type="text" value="CT: Connecticut"/> Zip <input type="text"/> Congressional District, if known: <input type="text" value="CT-002"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="NOT APPLICABLE"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NOT APPLICABLE"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NOT APPLICABLE"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NOT APPLICABLE"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="MiChelle Pereira Lopes"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Antje"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Harnisch"/> Suffix <input type="text" value="PhD"/> Title: <input type="text" value="Interim Director, Sponsored Programs"/> Telephone No.: <input type="text" value="(860) 486-3622"/> Date: <input type="text" value="07/03/2014"/>		
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## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

UConnGEPASStatement.pdf

Add Attachment

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## **GEPA Statement**

The UConn CIBER has always prided itself on its inclusion of all people interested in international business, regardless of gender, race, national origin, color, disability, or age. Our school faculty is quite diverse (see page 41), as is our Advisory Council (see Appendix 1).

We are pleased to share specific examples of individuals with disabilities. In 2004, the UConn CIBER supported a student export study for the Meriden-Wallingford Society for the Handicapped, Inc., a non-profit society that develops small business ventures in which people with disabilities are employed. Their flagship operation retails new and remanufactured laser printer cartridges and inkjets, which they now export. In 2008, in the Faculty Development in International Business program in India, four participants with hearing disabilities joined the group. Necessary arrangements were made in India to make American Sign Language experts available to them. Based on this experience, they were able to implement a student study abroad program to India for their students who are mostly hearing impaired as well. In 2012, the CIBER Case Challenge welcomed a student participant with severe physical handicaps. This student had inquired about participation anticipating that he would not be eligible, but we took extra preparations and made sure we could accommodate him.

In addition to these examples of specific participants with disabilities, the UConn CIBER has always made efforts to serve larger populations of underrepresented groups. All of our programs have been first come first served regardless of gender, race, national origin, color, disability, or age. We have gone beyond this by including outreach specifically designed for some of these populations. In fact, we have been praised by both reviewers of our proposals and external evaluators on the extent and quality of our outreach.

In the current application this is evident in our targeted academic outreach through partnerships with Southern University at Baton Rouge (an MSI) and Manchester Community College. Southern University, a Historically Black College or University, serves a population that has faced discrimination based on race, while Manchester Community College serves a population that is statistically skewed towards older students and women. In addition to these targeted programs, we will continue to ensure all of our programming is open to all those interested in participating.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Connecticut

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Antje Middle Name:   
\* Last Name: Harnisch Suffix: Ph.D.   
\* Title: Interim Director, Sponsored Programs

\* SIGNATURE: Michelle Pereira Lopes

\* DATE: 07/03/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

# Center for International Business Education and Research (CIBER)



A proposal submitted to the U.S. Department of Education  
By

**School of Business  
University of Connecticut  
Storrs, CT 06269-1041**

**June 2014**

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## ABSTRACT

As the U.S. economy continues its recovery, a multitude of signs are pointing to the importance of the manufacturing sector. Therefore for the 2014-2018 grant period, the UConn CIBER will embrace the theme: Renaissance of Manufacturing. Within this theme, we will explore the growth of manufacturing in the US and its implications for exporting. We will also delve into next-shoring, the idea that it is time for large manufacturers who relocated their operations for labor cost arbitrage to rethink that location.

We have developed a slate of programming intended to serve students, faculty, and business people. These programs will fill a significant need for U.S. manufacturers to develop the talent pool, understand emerging markets and new technology, implement process innovation, achieve sustainability, and navigate policy. They will also fulfil both competitive preference priorities and both invitational priorities.

Over the years, the UConn CIBER has developed a large outreach network, working with large and small school regionally and nationally. We have also conducted individual programs with several Minority Serving Institutions and Community Colleges. However, for this grant period we are taking a different approach. We have identified two key academic partners: Southern University of Baton Rouge and Manchester Community College. These partners will allow us to create long term meaningful impact in these two populations, fulfilling the letter and intent of the competitive preference priority.

The UConn CIBER proposal is unique because it (a) builds on the experience we gained through previous CIBER grants; (b) involves people with IB interest and experience, as well as expertise in manufacturing; (c) is cost effective; (d) includes an objective evaluation program; (e) includes educational, research, and outreach programs that foreground competitiveness in the global manufacturing arena; (f) emphasizes the creation of job opportunities for students of international business; and (g) employs large amounts of internal resources. Overall, this incredibly important project is well positioned for success, as we have the resources and partnerships with schools in our region, nationally, and overseas to successfully achieve our outlined goals. Exhibit 10 describes the hallmarks of our proposal.

## Project Narrative File(s)

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## I. MEETING THE PURPOSES OF THE STATUTE

### **1. Introduction**

The statute creating the CIBER program offers funding to establish and operate Centers for International Business Education that serve as national resources (a) for international business teaching and outreach, (b) for instruction in foreign languages/cultures, and (c) for conducting research on international business topics. In keeping with the purposes of the statute, the School of Business at the University of Connecticut (UConn) seeks a grant to operate a Center for International Business Education and Research (CIBER).

As the U.S. economy continues its recovery, a multitude of signs are pointing to the importance of the manufacturing sector. Therefore, for the 2014-2018 grant period, the UConn CIBER will embrace the theme: Renaissance of Manufacturing. Within this theme we will explore the growth of manufacturing in the U.S. and its implications for exporting, as well as next-shoring<sup>1</sup>. Next-shoring, a term coined by McKinsey Consulting, represents the idea that it is time for manufacturers to reevaluate their physical location, keeping in mind not just labor costs, but also supply chain, achieving sustainability, availability of skilled labor, new technology, and consumer demand. In Section II (Significance) we will delve further into these concepts and their importance for the U.S. economy.

An additional focus for 2014 – 2018 will be outreach. We have always strived to be inclusive in our programming. In fact, we have been praised both by reviewers of previous applications and by external evaluators on this subject. In this application, we have pushed ourselves to do even more. In each of our activities, we have searched for and included ways to have the greatest impact on the widest audience as appropriate. With budgets tight across the board, it is important that every dollar is put to good use.

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<sup>1</sup> George, K., Ramaswamy, S., Rassey, L. (2014). *Next-shoring: A CEO's guide*. McKinsey Quarterly, 1-15.

We will: (a) serve as a national resource for business schools developing and offering international business programs that foreground manufacturing; (b) provide instruction in foreign languages and cultures relevant for U.S. companies competing globally, especially in markets primed for the influx of manufacturing; and (c) undertake research on international business topics significant to enhancing our manufacturing sector. In addition, we will continue to serve as a national resource center for International Business.

As we contemplated the thrust of our 2014-2018 proposal, the focus on manufacturing renaissance became apparent. We first consulted our Advisory Council, since it plays an important role in all our endeavors, and our idea was met with enthusiastic support. Exhibit 1 lists the names and titles of the Advisory Council members, the date the council was established, and the dates of the planning meetings. Exhibit 2 includes letters from the business community, State leaders, and the Connecticut Congressional delegation supporting our CIBER and our focus on manufacturing.

The last external evaluation of the UConn CIBER was conducted in June 2014 by Dr. David Freeman. His evaluation report, enclosed in Exhibit 3, speaks highly of our programs and accomplishments. The UConn CIBER, through its previous CIBER grants, has successfully demonstrated its ability to undertake programs that help U.S. companies become more globally competitive. Our vision for 2014-2018 is to maintain our leadership role as a major global business program that emphasizes innovative practices and strategies. To pursue this program, we will work particularly closely with two domestic academic institutions: Manchester Community College (MCC) and Southern University of Baton Rouge (SUBR) (see Exhibit 4), one UConn program: the Management for Engineering and Manufacturing (MEM) Program (see Exhibit 5), three government institutions: The CT Small Business Development Center (CSBDC)

(part of Small Business Association), the CT Department of Economic and Community (CDECD) Development, and the CT District Export Council (DEC) (part of the Department of Commerce), an industry association: CT Business and Industry Association(CBIA) (see Exhibit 6), and three foreign institutions: Management Development Institute (MDI) in India, University of Queensland in Australia (UQ), and Addis Ababa University in Ethiopia. (For the reviewers convenience, a list of these and other acronyms used throughout this proposal can be found in Exhibit 7.)

## **2. Objectives and Proposed Activities of the UConn CIBER**

The UConn CIBER aspires to continue to serve as a recognized leader in global business education, and be a significant national resource for manufacturing relative to international business teaching, research, and outreach. The UConn CIBER's mission is to (a) provide international business programs with an emphasis on manufacturing for students at the undergraduate, masters, and Ph.D. levels; (b) provide funds and facilities for faculty to internationalize business curriculum and to conduct research in the area of manufacturing strategies internationally; (c) provide businesses in the region with international business management education and instruction in foreign languages (especially in less commonly taught languages) and cultures, which will enable them to enhance their leadership positions in today's global economy; (d) enhance the capability of our nation's colleges and universities to deliver high quality international business education, especially with an emphasis on manufacturing; and (e) emerge as a national education resource for managing manufacturing next-shoring to enhance U.S. global competitiveness.

To accomplish our mission, we will capitalize on our strengths (see Exhibit 8), collaborate with different professional and government agencies, collaborate with other CIBERs

(see Exhibit 9), and supplement federal funds with the school's resources. **Our guiding principle will be to develop unique and impactful programs with an interdisciplinary focus, comprised of languages, culture, and technology that reach a wide and diverse audience.**

We are confident our programs--and their respective educational, research, and outreach missions--will have a lasting impact on U.S. competitiveness in global markets. The clearest way of demonstrating the similarities between our mission and the requirements of the authorizing statute is to describe the six program mandates, present our objectives under each mandate, list the programs we plan to pursue to realize these objectives, and illustrate how these programs meet the purposes of the authorizing statute.

**MANDATE #1: INTERDISCIPLINARY PROGRAMS THAT INCORPORATE FOREIGN LANGUAGE AND INTERNATIONAL STUDIES TRAINING INTO BUSINESS, FINANCE, MANAGEMENT, COMMUNICATION SYSTEMS, AND OTHER PROFESSIONAL CURRICULA.**

**Our objectives under this mandate are:**

- a) To sensitize students at all levels to the international business issues relative to manufacturing that emerge from the confluence of culture and technology (Purposes 1, 2, 3, 4) <sup>2</sup>
- b) To strengthen the integration of three of UConn's strongest programs: international business; international studies (including foreign languages and human rights); and engineering (Purposes 3,4)
- c) To develop a consistent international business orientation in our students from undergraduate education to Ph.D. research, with respect to the context of culture (Purposes 1, 3, 4, 6)
- d) To build upon the unique strength of UConn's languages and interdisciplinary programs (Purposes 1, 2, 5, 6)
- e) To develop opportunities for overseas experience for students relative to manufacturing (Purposes 1, 4)

In response to Mandate #1, we propose 25 programs for undergraduate, masters, and Ph.D. students. These programs comprise the development of new courses, enhancement of courses, seminars, workshops, roundtables, and study abroad opportunities. The proposed

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<sup>2</sup> The purposes mentioned here and elsewhere refer to the purposes of the statute listed in Exhibit 11.

activities offer both breadth and depth. The breadth of programming ensures that all business students graduate from UConn with a foundational level of international business knowledge and puts our academic partners on the same path. Programs in this category include enhancing international content in undergraduate and graduate courses. Beyond these required introductions, we propose a number of programs to accommodate students interested in delving deeper into the subject. Examples of these programs include (a) the Management for Engineering and Manufacturing program enhancements; (b) the International Quiz Bowl; (c) overseas courses, and (d) case competitions. These interdisciplinary programs incorporate foreign language and international studies training. Details of these programs are provided in Table A.

**TABLE A**

***Proposed Programs Under Mandate #1: Interdisciplinary Programs that Incorporate Foreign Language and International Studies***

***Programs for Undergraduate Students:***

	Program Name	Nature of the Program	Stakeholders	Impact
1a.	Internationalization of the MEM Program	International components will be added to the required senior level course- Advanced Products and Processes.	This course is part of the UConn Management for Engineering and Manufacturing Program. Students earn degrees in both business and Engineering.	Adding an international dimension to MEM, one of only 20 accredited programs in the U.S., makes these graduates even more attractive for employers.
1b.	Short-term Study Abroad (STSA) - MEM	In addition to the new course work, a new Short-term Study Abroad program will be developed for the MEM program.	Students in the UConn MEM program will have the opportunity to visit Germany / Ethiopia (Addis Ababa University).	This program adds an experiential component to MEM program and allows students to experience both cutting edge and emerging manufacturing.
1c.	STSA – May Term Internships	A new Short Term Study Abroad will be available for May term, which will feature internships in US companies abroad.	This program targets fourth semester students and incoming Junior transfers, especially from the community college system.	Participating in a short term study abroad program in the May term before Junior year allows an international experience before pursuing upper division coursework.
1d.	STSA – CT Community College Network	Manchester Community College will develop their first STSA program in conjunction with their manufacturing program.	Students in the Connecticut CC System will be able to participate in a short term study abroad program.	Currently, there are no short term study abroad programs available in the CT CC system.

1e.	Internships/ Apprenticeships Materials	We will update resources for students to make international internships / apprenticeships easier to find, apply for, and participate in.	Students interested in foreign internships, as well as career counselors will benefit from this program.	Providing a pathway to foreign internships leads to greater employability of the students who participate and better trained employees for US companies.
1f.	Domestic STSA for Manufacturing	Following the STSA model we will develop a week-long program to meet manufacturers (foreign and domestic) located in CT to learn about the opportunities and challenges.	Both UConn and CT community college students will be invited to join this program. In addition, a low-cost housing option will be included for partner schools to participate.	Many students cannot afford the extra cost and/or time associated with STSA, therefore this offers an alternative to that population.
1g.	Strategic Policy Questions Initiative	Students will work in teams to research international business policy issues of strategic importance for the State of CT.	Student teams will be led by both a School of Business faculty member and an economist from the DECD.	Results of team research will be shared with policy makers and available online for businesses. Students will gain invaluable real world experience.
1h.	Export Accelerator	Students will help U.S. SMEs become export ready through faculty-led consulting projects with the guidance of a local executive. Small manufacturers will apply to be part of the program to receive consulting.	The Business students will work on issues like supply chain, marketing, and policy, on teams with the engineering students, who will work on technical specifications of the product or process. SBDC will help source companies.	Students will receive training on exporting, including how to use the WISER (trade data vendor) trade database to locate potential markets. Companies will receive consulting to help with a strategic international business issue.
1i.	Study Abroad Scholar-ships and Awards Dinner	Four scholarships will be given each year. An event recognizing scholarship and fellowship recipients will be held annually.	Priority will be given to programs in sub-Saharan Africa / Southeast Asia / South Asia.	One of the biggest barriers to study abroad is financial. This scholarship will allow those who might not otherwise have studied abroad to do so.
1j.	CIBER Case Challenge	This annual competition features 12 teams from the U.S. and abroad. Students compete in newly formed interdisciplinary teams upon arrival, versus teams formed in advance at their universities. A panel of executive judges will choose the winning team. The competition is managed by a team of students.	A UConn faculty member will prepare the case. The company will support the competition financially and provide judges for the final round. Participating universities are CIBERs, other US non-CIBER institutions, including MSIs, and foreign universities.	The mixed team format of this competition allows students to learn from those who have studied other disciplines, those who have studied at other universities, and those who have cultures different than their own. Getting feedback from executives allows students insight into the issues of importance in the business world. The company that is the focus of the case receives input and advice about a key international business issue.



1k.	CIBER International Quiz Bowl	This annual event will invite teams of undergraduate business students to UConn to compete. The quiz will comprise topics including economics, foreign policy, culture and next-shoring.	Teams will be invited from the multitude of community colleges in the New England region. The winning team will have its name added to a perpetual trophy that they will house until the next competition.	Providing a competitive outlet for international business topics, including next-shoring, will create a desire to learn and internalize the information. Students will also benefit from networking with colleagues from other institutions.
1l.	Global Business Leadership Seminar Series	Four lectures will be planned each year focusing on career paths and success in international business, at least 1 will be related to manufacturing. CPTV will film, air, and house the lectures online	Outreach to other academic institutions will ensure awareness of the program's availability online for those without CPTV access. A questionnaire for attendance verification for non-UConn students will be available.	In addition to gaining valuable insights and having access to local executives, students attending at least three lectures will receive a certificate of Professional Development from the University of Connecticut School of Business.
1m.	International Business Society	Each year two workshops/seminars with a manufacturing theme will be held.	The programs will be planned by UConn's International Business Society.	These programs add depth to the international business training students receive in classes.

*Programs for Masters Students:*

	Program Name	Nature of the Program	Stakeholders	Impact
1n.	Certified Global Business Professional (CGBP) Training	CIBER and SBDC staff will receive training to become NASBITE CGBP trainers. Subsequently, training will be offered to graduate students.	CT SBDC and CIBER staff will become trainers. Graduate students will be trained for credentialing.	NASBITE CGTBP Certification is a highly regarded credential which will help grad students with employability and their employers with global competitiveness.
1o.	Overseas Courses	Three existing plus one new MBA courses per year will be offered in foreign settings, with a focus on manufacturing. Countries include: China, Mexico, India, and Brazil. The new course will be in Sub-Saharan Africa.	Masters level students will gain an experiential component to their studies by visiting these countries. program.	Students will network with students from the host nation, visit companies, attend lectures, and gain cultural insights. They will also conduct consulting while in Sub-Saharan Africa.
1p.	International Case Competition	A new MBA level international case competition will be created. This competition will be a live case, in that a real company will sponsor and judge the teams.	Teams will come from all UConn MBA campuses and Southern University Baton Rouge.	Analyzing a current international business challenge provides an experiential component to classroom learning. It can also lead to jobs for participants.

1q.	Consulting Projects for U.S. Manufacturers	The project will focus on identifying overseas markets, and designing products.	This will be a joint project with Southern University Baton Rouge.	Students will learn to work in diverse teams while solving real world corporate challenges.
1r.	Young Professionals Speaker Series	These programs provide opportunities for students to interact with prominent leaders in government, education, and other professional fields.	This will be held jointly with the CT World Affairs Council.	Engaging our MBA students with young professionals in the Hartford area will lead to networking opportunities as well as knowledge.
1s.	Short-Term Study Abroad - MSFRM	A new STSA will be developed for the Masters in Financial Risk Management (MSFRM) program.	This program will be held with the Management Development Institute in India.	A STSA for this population will add an experiential component to their coursework.
1t.	Global Fellows Program	Students will receive stipends to work on global projects. Fellows are required to present their findings to their advisors and peers.	Students work on international business research projects under the supervision of faculty.	This program allows students to explore a particular topic in depth. Priority will be given to projects on manufacturing and/or next-shoring.
1u.	Negotiation Workshops	Students will learn strategies for negotiating with foreign managers.	Masters level students at UConn and SUBR will participate	Negotiation is an important skill for Master's students who often become executives.

*Programs for Doctoral Students:*

	Program Name	Nature of the Program	Stakeholders	Impact
1v.	Overseas Seminar Fellowship	Annually, two travel grants will be awarded to PhD students to visit a school overseas.	Our partner schools abroad will serve as host for this program (see exhibit 7).	Students make presentations on their research, attend lectures, and interact with their counterparts.
1w.	Departmental International Business Workshops	Each year 1 workshop will be organized to orient entering PhD students into international business.	All UConn Business PhD students and 4 other Business PhD programs will be invited to attend.	Workshops provide insights into different aspects relative to doing business outside the home country
1x.	Dissertation Fellowship	Fellowships will be given to encourage students to pursue international topics. Priority will be given to manufacturing.	PhD students who are in their dissertation writing phase will be eligible for this award.	Extra dissertation support often makes it possible to pursue international research that otherwise is too costly.
1y.	Internationalizing Doctoral Education in Business Consortium and Conference	This is a program jointly sponsored by select CIBERs to introduce PhD students to international business research. The program involves plenary sessions, functional breakdown workshops, and discussions with journal editors.	UConn CIBER hosted this program in 2006 and in 2013. We will send up to 5 students to the program each time. Several other CIBERs support this initiative.	The IDEB consortium has decided to pair this program with the AIB conference, thereby widening the reach. Participants gain knowledge and a network of colleagues with similar interests. They also meet faculty from schools where they may apply for employment.

NOTE: All the programs listed above will be **NEW** initiatives except 1i, 1j, 1l, 1t, and 1y. Each of these will be enhanced.

**MANDATE #2: INTERDISCIPLINARY PROGRAMS THAT PROVIDE BUSINESS, FINANCE, MANAGEMENT, COMMUNICATIONS SYSTEMS, AND OTHER PROFESSIONAL TRAINING FOR FOREIGN LANGUAGE AND INTERNATIONAL STUDIES FACULTY AND ADVANCED DEGREE CANDIDATES.**

**Our objectives under this mandate are:**

- a) To integrate international business aspects into languages, area studies, and international affairs programs for the benefit of non-business faculty and advanced degree students (Purposes 1, 2, 3, 4)
- b) To introduce the non-business faculty and advanced degree students to the terminology of international business practices relative to the revival of manufacturing, as well as to environmental shifts and sustainability concerns in the global context (Purposes 2, 3)
- c) To strengthen non-business faculty development by offering programs (seminars, symposia, workshops, etc.) on manufacturing next-shoring, international business and trade (Purposes 2, 3)

The knowledge needed for companies to enhance their global competitiveness is distributed amongst academics from several disciplines. Thus, faculty and advanced degree students in languages, area studies, and international affairs need to be familiarized with foundational international business skills and practices.

The UConn CIBER plans to accomplish a portion of the objectives under this Mandate through the **Academy of Global Economic Advancement**, an interdisciplinary faculty group formed during a previous UConn CIBER funding cycle to bring faculty with diverse backgrounds together for designing and implementing programs. The Academy provides faculty in business, languages, engineering, law, medicine, and the social sciences with an interdisciplinary environment to examine and discuss topics related to global competitiveness. In addition to increasing intellectual stimulation, the activities of the Academy lead to curriculum enhancement and joint research projects. Manufacturing will serve as a focus during the grant. We have initiated 34 UConn faculty members as Fellows, and three programs will be offered

each year of the grant period. This grant period we will expand membership to faculty outside UConn. In addition, we will undertake programs of national significance, including those for engineering, education, and business language. Details of the programs are described in Table B.

**TABLE B**  
***Proposed Programs Under Mandate #2: Programs for Foreign Language and International Studies for Faculty and Advanced Degree Students***

	Program Name	Nature of the Program	Stakeholders	Impact
2a.	Symposium on Manufacturing Perspectives of the U.S. vis-à-vis Competing Nations	The focus of this program will be on the importance of manufacturing for the U.S. to compete globally. Each year we will focus on a specific industry with manufacturing.	A corporate manufacturing executive will be invited to be the keynote speaker in this yearly program. Faculty from varied disciplines will attend.	Having the chance to hear executives discuss the current state of the field will allow faculty to add material to their teaching and possibly open new research outlets.
2b.	Symposium on Research	The focus of this program will be to allow interdisciplinary interaction amongst faculty who are interested in international business.	Interdisciplinary faculty will have a chance to present their work to each other.	This will be an annual program allowing for continuous feedback from colleagues and the possibility of interdisciplinary collaboration.
2c.	Seminar on the Role of Government in Encouraging Manufacturing in the U.S.	Should government provide incentives to companies for reshoring manufacturing? What is the cost-benefit of such an undertaking for the society?	We will invite a faculty member and a corporate executive to spearhead the discussion on the subject. Faculty from different departments will attend.	This annual retreat allows faculty to interact from diverse perspectives on a topic that might be slightly outside their normal purview, yet important to their discipline.
2d.	Seminar on Technology's Role in Reviving U.S. Manufacturing	This program will focus on encouraging innovative ways to undertake manufacturing and related technology.	We will invite a faculty member and an executive to spearhead this program. Faculty from different departments will attend.	This annual retreat allows faculty to interact from diverse perspectives on a topic that might be slightly outside their normal purview, yet important to their discipline.
2e.	Seminar on Corporate Policy in Enhancing U.S. Manufacturing	What is next-shoring? What do companies need to do to and understand? We will hold this program during the third year of the grant.	We will invite a faculty member and a corporate executive to spearhead the discussion on the subject. Faculty from different departments will attend.	This annual retreat allows faculty to interact from diverse perspectives on a topic that might be slightly outside their normal purview, yet important to their discipline.
2f.	Seminar on Energy and its Effect on the Manufacturing Industry	What does the change in the energy landscape mean to international business? We will hold this program during the fourth year of the grant.	We will invite a faculty member and a corporate executive to spearhead the discussion on the subject. Faculty from different departments will attend.	This annual retreat allows faculty to interact from diverse perspectives on a topic that might be slightly outside their normal purview, yet important to their discipline.

2g.	Interdisciplinary Export Projects	Students will help U.S. SMEs become export ready through faculty-led consulting projects with the guidance of a local executive. Small manufacturers will apply to be part of the program to receive consulting.	Business, Engineering, and International students will work together on teams.	Students will receive training on exporting, including how to use the WISER (trade data vendor) trade database to locate potential markets. Companies will receive consulting to help with a strategic international business issue.
2h.	Interdisciplinary Research Conference on Education Policy	Every other year scholars will come together to present their research in Education Policy as it relates to international business.	This will be a by-invitation-only research conference where scholars are chosen for their research in the field.	In addition to the networking and high quality research feedback, scholars will publish their work in a book that will be distributed nationwide.
2i.	Resource Guides for Business Language Teachers	Using reading material created in a prior grant, we will create business language resource guides. Over the course of the grant we will translate them into 2 less commonly taught languages.	Business language teachers throughout the U.S. will receive these guides. Language students will learn business content while creating exercises.	Resources for business language are scarce. The resource guides will be put on CDs and distributed nationally.
2j.	National Business Language Conference	An annual conference co-sponsored by all CIBERs for language teachers. The UConn CIBER will continue to co-sponsor this research conference related to orientation of language faculty to business.	Business language faculty from all universities are invited to attend. The consortium is making extra efforts to increase the diversity of the attendees through targeted marketing and scholarships.	Because business language varies dramatically from the traditional literature based approach of modern language teaching, it is important that this group continue to have an outlet to present and interact.

NOTE: All the programs listed above will be NEW initiatives except 2j.

**MANDATE #3: PROGRAMS, SUCH AS INTENSIVE LANGUAGE PROGRAMS, AVAILABLE TO MEMBERS OF THE BUSINESS COMMUNITY AND OTHER PROFESSIONALS, WHICH ARE DESIGNED TO DEVELOP OR ENHANCE THEIR INTERNATIONAL SKILLS, AWARENESS, AND EXPERTISE**

**Our objectives under this mandate are:**

- To enhance the business community's expertise in managing in the context of environmental shifts and sustainability concerns, especially as it relates to manufacturing (Purposes 2, 3, 5)
- To improve the cultural sensitivity and language proficiency of the employees of U.S. firms interested in doing business overseas (Purposes 2, 3, 5)
- To update the knowledge of cultural issues in negotiating with non-U.S. companies (Purposes 2, 3, 5)
- To give the business community the tools to continue restructuring and refocusing their strategies with respect to global markets through manufactured products (Purpose 5)

- e) To work with government agencies and NGO to facilitate collaboration and cooperation towards creating a policy environment more conducive to international business and manufacturing

The UConn CIBER will develop and offer ten distinct programs for the business community and other professionals. We will work closely with our partners in the external community to design, develop, and implement programs that enhance international skills. In addition, this grant will see an increased focus on coordination and collaboration between the multitudes of international business agents in the state. Details of the programs are described in Table C.

**TABLE C**  
***Proposed Programs Under Mandate #3: Programs for the Business Community and Other Professionals***

	Program Name	Nature of the Program	Stakeholders	Impact
3a.	The Export Academy	A series of monthly workshops will be to educate domestic manufacturers on exporting. This will be a joint effort of the major international organizations in CT.	District Export Council, CT DECD, the U.S. DOC Export Assistance Center, Small Business Development Center, the CT Business and Industry Association, GNEMSDC	Small to Medium Companies will sign up to participate in the series of programs. Upon completion of the program, each company should have a thorough and executable export plan.
3b.	CIBER / KPMG Seminars	Seminars will be held on topics such as: "Focusing on Bottom of the Pyramid Market through Designing Relevant Products."	This program will be hosted and coordinated by UConn CIBER in cooperation with KPMG's Global Institute.	Professionals attending these events earn Continuing Education Credits necessary for their professional credential.
3c.	Programs on Current Topics that Impact U.S. Competitiveness (WAC)	This program is designed to keep companies informed about competing in foreign markets. The first seminar in this series will feature next-shoring.	This program will be conducted with the World Affairs Council of Hartford. CPTV will broadcast these programs to broaden the outreach.	Business professionals engaging in this professional development gain access to key individuals in the market that can be of benefit to their companies.
3d.	Forums for Large Multinational Firms (WAF)	In each of the five forums, a senior executive will discuss current areas of concern with respect to global business.	This program will be conducted in cooperation with the World Affairs Forum of Stamford, CT.	Business professionals engaging in program gain access to key individuals in the market that can be of benefit to their companies.
3e.	Certified Global Business Professional (CGBP) Training	CIBER and SBDC staff will receive training to become CGBP trainers. Subsequently, training will be offered to business people and graduate students.	Members of both CIBER and CT SBDC will participate in this NASBITE program. Business people will then receive training to take the credentialing exam.	CGBP Certification is a highly regarded credential which will help with employability.

3f.	Riddle of the Exporter	This one day program offers a comprehensive explanation of the process of exporting, and is a useful tool for companies beginning to export.	The CT Small Business Development Center and the CT Department of Commerce Export Assistance Center will be our partners on this program.	Professionals at small and medium-sized companies will gain knowledge of the process involved with exporting from start to finish as well as learn about the resources available to them.
3g.	Strategic Policy Initiative	Students will work in teams to research international business policy issues of strategic importance for the State of CT.	The CT Department of Economics and Community Development (DECD) will be our lead partner. They will supply an economist who will lead the projects.	Results of team research will be shared with policy makers and available online for businesses. Students gain invaluable real world experience.
3h.	Entrepreneurial Boot Camp for Veterans	This program is designed to help veterans become more employable in IB through modules discussing the nuances of business practices in different countries and in turn help companies capitalize on the extensive overseas knowledge vets have	Veterans interested in international business and manufacturing will be paired with mentors from the CT Business and Industry Association and the CT Small Business Development Center.	Veterans will receive valuable international business training, which will enhance employability while hiring companies strengthen the knowledge-base of their workforce.
3i.	Global Economic Trends Lecture	This annual lecture educates business people on current and future economic trends.	This program is held in conjunction with the Stamford WAF.	Business professionals will learn about economic trends vital to remaining competitive in the global market.
3j.	Quarterly Meeting of IB Stakeholders	In an effort to coordinate the many and varied programs offered in the State of CT, we will host a quarterly planning meeting.	UConn CIBER will serve as the initiator and coordinator of the program. Participants will include DECD; DoC; CSBD, WAC, WAF, CBIA , BEC.	Business professionals, government officials, non-profit leaders and others will discuss ways to enhance State-wide international programs available to constituents.
3k.	National District Export Council Meeting	This annual meeting joins regional stakeholders together in a national forum to discuss international business through the lens of exporting.	Over 1500 policy makers, business people, trade organizations and educators from across the U.S. gather to discuss exporting initiatives.	This meeting provides an opportunity for a national conversation regarding the growth of exporting in local communities, which often leads to higher-paying jobs within these communities

NOTE: All the programs listed above will be **NEW** initiatives except 3b and 3k.

**MANDATE #4: COLLABORATIVE PROGRAMS, ACTIVITIES, OR RESEARCH INVOLVING OTHER INSTITUTIONS OF HIGHER EDUCATION, LOCAL EDUCATIONAL AGENCIES, PROFESSIONAL ASSOCIATIONS, BUSINESSES, FIRMS OR COMBINATIONS THEREOF, TO PROMOTE THE DEVELOPMENT OF INTERNATIONAL SKILLS, AWARENESS, AND EXPERTISE AMONG CURRENT AND PROSPECTIVE MEMBERS OF THE BUSINESS COMMUNITY AND OTHER PROFESSIONALS.**

**Our objectives under this mandate are:**

- a. To enhance the cooperation of UConn with area organizations to implement joint programs on international business issues with focus on overseas markets, their cultures, and languages (Purposes 1, 4, 5, 6)
- b. To share UConn's expertise in global business, gained from the CIBER grants and other sources, with other educational institutions, regionally and nationally (Purposes 1, 5, 6)
- c. To share UConn's expertise in doing business overseas with a focus on manufacturing gained from collaborative business/university research, with the business community (Purposes 3, 5)

The requirements of Mandate #4 are satisfied through nine different programs, which are detailed in Table D below. Programs 4a - 4c are national Faculty Development Programs in International Business (FDIB) available to all U.S. faculty. Typically, however, participants in these programs tend to come from large universities. To ensure outreach to smaller universities, we have included funding for two scholarships for each. We have also developed Program 4d, the virtual faculty development program, for this purpose. Activities 4e - 4g are regional faculty development programs open to all faculty. The last two programs in this section target key groups of academics for whom international business orientation is important. These include Minority Serving Institutions and Community Colleges. For these we will work with our new key academic partners: Manchester Community College and Southern University of Baton Rouge.

**TABLE D**  
***Proposed Programs Under Mandate #4: Collaborative Programs***

	Program Name	Nature of the Program	Stakeholders	Impact
4a.	FDIB Green Business: (Australia)	This two week program focuses on intensive training in "Green Business". Australia was chosen as the location because they are on the leading edge of this industry. Participants attend lectures from business and government leaders, visit companies, and tour cultural sites.	University of Queensland is the host of this program. Their Dean, Andrew Griffiths is a leading academic authority on business sustainability.	In addition to gaining insights into Green Business, participants form new relationships with colleagues from the U.S. and Australia, leading to research and teaching collaborations.



4b.	FDIB India	U.S. faculty go to India for two weeks for intensive training in Indian business and culture each March. Participants attend lectures by faculty and government leaders, visit companies, and tour cultural sites	Management Development Institute located in a Delhi suburb serves as the host of this endeavor.	India is an important emerging market. While India originally was not thought of as a manufacturing hub, the advances in manufacturing technology make India a target for next-shoring.
4c.	Other CIBER FDIB Programs	Hosted by other CIBERs, these programs take U.S. faculty to countries or regions for two weeks of intensive training in these countries' business practices.	Of particular interest is the FDIB in Africa because of the manufacturing growth in the region.	These FDIB programs open doors to companies and government officials that an individual faculty member might not be able to do on their own. They also provide the opportunity to network.
4d.	Virtual FDIB	Portions of existing and newly developed short-term study abroad programs will be recorded. These will be supplemented by additional executive interviews.	Faculty who cannot afford the time or cost of a traditional FDIB will be able to experience a virtual version. This program will be open to all educators via the web.	Our programs in India, China, Ethiopia, Germany, Brazil and others will become accessible to a much larger audience.
4e.	International Business Teaching Roundtables	One roundtable will be planned each year of the grant period. Each roundtable will focus on a specific topic such as Digitalization of Manufacturing.	This program will be conducted in cooperation with Iona College in New York and open to faculty nationwide.	These roundtables allow faculty to quickly absorb essential information about new topics in international business that should be incorporated into their courses.
4f.	International Conferences on Teaching and Research	An international conference will be held focusing on teaching and research issues relative to international business with a focus on manufacturing.	We will develop this program in cooperation with The International Business and Economy Conference.	This program provides an opportunity for American Business Faculty to interact with those from around the world to share best practices.
4g.	On Site Program	A day-long program will be offered on an ad hoc basis at schools interested in globalizing their curricula.	This program will be offered at the host School. We will target MSIs and Comm. Colleges.	The program will provide administrators guidelines for adding international dimensions to their program.
4h.	Community College FDIB	A two-day program for community colleges will be held every other year of the grant period.	Our partner in this venture will be Manchester Community College.	The program will be designed to inform and train faculty to internationalize their curriculum.
4i.	Southern University of Baton Rouge Partnership	We will share details of our highly acclaimed MEM program to help SUBR explore developing similar programming.	Faculty from the UConn Schools of Business and Engineering will be paired with faculty from SUBR.	The design of this program provides an opportunity for faculty to add international and manufacturing components to their curriculums.

NOTE: All the programs listed above will be **NEW** initiatives except 4a and 4c.

**MANDATE #5: RESEARCH DESIGNED TO STRENGTHEN AND IMPROVE THE INTERNATIONAL ASPECTS OF BUSINESS AND PROFESSIONAL EDUCATION AND TO PROMOTE INTEGRATED CURRICULA**

**Our objectives under this mandate are:**

- a) To give curriculum development and review a more scientific basis (Purposes 1,3)
- b) To carry out curriculum development with input from the external communities (Purposes 1, 6)
- c) To encourage faculty from all levels of higher education and different disciplines from schools in order to develop co-operative curriculum development projects (Purposes 1, 6)
- d) To disseminate the curriculum research results to the business and academic communities (Purposes 5, 6)

We will facilitate and support several types of research related to the design, implementation, assessment, and improvement of this integrated approach to international business education. Consequently, executives of global manufacturing-driven companies, as well as students, will learn more about the significance of manufacturing and next-shoring. To develop the curriculum for these programs, we will build upon the foundational core knowledge of UConn's culture, languages, area studies, international business and manufacturing curriculum. We have proposed eleven programs, including course development, curriculum research, and establishment of virtual study abroad programs. The programs are detailed in Table E.

**TABLE E**  
***Proposed Programs Under Mandate #5: Programs to Strengthen International Business Education***

	Program Name	Nature of the Program	Stakeholders	Impact
5a.	Grant for Developing Virtual Study Abroad Course	Each year a grant will be provided for the development of a new virtual study abroad course. The course will focus on business, geo-politics, economic, and cultural issues in the country.	This grant will be opened to all faculty, with preference given to those from MSIs or community colleges. Preference will be given to courses on South Asian or sub-Saharan African countries.	Since studying abroad is expensive, not every student is able to do so. The virtual course will be an alternative.
5b.	Open Enrollment Course: Lean Manufacturing	The course will focus on how today's manufacturing is different and what type of training workers need.	About 30 students will enroll in the course from across the U.S. Course availability will be advertised to MSIs and CCs.	This on-line course will offer access to students nationally.

5c.	Curriculum Development Grants	Every year, grants will be provided to develop new courses or enhance existing courses. Courses will be developed/enhanced with focus on renaissance of manufacturing.	Grants will be earmarked for course development and enhancement as follows: Year 1: MCC; Year 2: MEM; Year 3: Engineering; Year 4: SUBR MEM.	All of these new and enhanced courses will impact a multitude of students over a long time frame.
5d.	Grants for Developing Short-Term Study Abroad	Every year, one grant will be given for the development of an overseas course.	Grants will be earmarked as follows: 1: MEM; 2: FRM; 3: MCC; 4: May Term.	Each new STSA Provides a Unique opportunity to experience culture and content important for that student's career.
5e.	Resource Library	Our current collection will be enhanced by adding materials on manufacturing and next-shoring.	Our resource library is open to anyone to borrow the materials. An online database will be created to expand our reach.	The online database will allow access to our materials.
5f.	Development of a New Cross- Cultural Simulation	We will create a new cross-cultural simulation on next-shoring negotiations between the U.S. and two foreign countries.	We will commission Maureen McGuire Lewis (an expert on the subject) to develop the simulation.	The resulting simulation will be used with the undergraduate students and made available nationally.
5g.	Global Business Trivia Game	The Global Business Trivia game will be enhanced by adding manufacturing and next-shoring.	This game is targeted towards undergraduate students. It is available to professors through our resource library.	The game provides a teaching-tool for faculty to use in their curriculums.
5h.	International Business Case Development Grant	Grants will be given to develop international business cases. These materials will provide learning opportunities around international business topics. At least one will feature manufacturing.	International Business cases are widely used in the business classroom. They provide an opportunity for students to apply their classroom knowledge.	The case will be used in the national CIBER Case Challenge. After the case competition, the materials will be electronically available to all the CIBERs and other schools nationally.
5i.	International Conference on Graduate Management Education	This annual program focuses on best practices in business education. It is an international conference scheduled for 2015 in India.	This conference is held jointly with New England Business Administration Association. It is open to business faculty from any institution.	This conference allows faculty to share best practices. Scholarships are available.
5j.	AIB Conference on International Management Education Issues	Every year a conference will be organized at a different school for faculty from all over the U.S. to examine emerging issues relative to management education for global competitiveness.	This program will be held jointly with the Academy of International Business – Northeast. This conference draws heavily from the region but attracts a national audience.	Faculty from smaller universities, who may not have the funding to travel to Istanbul or Vancouver, have the opportunity for high level research discussion.
5k.	CIBERweb	This national website is supported by UConn CIBER and serves as a clearinghouse for CIBER programs nationally.	The website is available publicly to all constituents including students, faculty, business professionals, government workers and non-profit leaders.	The website provides information about upcoming and past CIBER programs in a searchable format.

NOTE: All the programs listed above will be **NEW** initiatives except 5i, 5j, and 5k.

# **MANDATE #6: RESEARCH DESIGNED TO PROMOTE THE INTERNATIONAL COMPETITIVENESS OF AMERICAN BUSINESS AND FIRMS**

## **Our objectives under this mandate are:**

- a) To enhance the strong research reputation of the UConn School of Business faculty in the field of international business (Purposes 1, 3, 6)
- b) To carry out both short-term applied and long-term basic research that explores the importance of U.S. manufacturing renaissance and its impact on overseas competition (Purposes 3, 5)
- c) To carry out interdisciplinary and collaborative research (Purposes 3, 5, 6)

The programs under this mandate are directed at improving the state-of-the-art linkage of culture, languages, area studies, and business through academic and applied research that focuses on the revival of U.S. manufacturing. We propose six research programs, which include research conferences, research and travel grants to faculty at UConn and schools in our region, and a working paper series. Table F describes these programs.

**TABLE F**  
***Proposed Programs Under Mandate #6: Research Programs***

	Program Name	Nature of the Program	Stakeholders	Impact
6a.	State-of-the-Art Research Conferences	One research conference will be organized every other year of the grant period. Examples of conference themes are "U.S. Government's Role in Boosting Domestic Manufacturing for Export," and "Third Industrial Revolution: Digitalization of Manufacturing."	These will be by-invitation-only conferences, whereby invited scholars (anywhere from 20-30) present their research at a three day event. We will also include a keynote dinner that will be open to the business community.	The format of this program allows high level feedback from informed readers who have diverse backgrounds. The resultant book is used in PhD seminars across the nation.
6b.	Faculty Grant Competition for Academic/App lied Research	Ten grants will be given each year for research on U.S. manufacturing revival in the global context. Emphasis will be laid on publishable research with clearly identifiable outputs.	At least 1 grant per year will be reserved for cross-discipline research and 1 for research with colleagues outside the U.S.	All research grant recipients will be required to present at the poster sessions (see 6c).

6c.	International Business Research Poster Session	Each year, all faculty and PhD students in the School of Business will be invited to present their work at a poster session.	Grant recipients will be required to participate. Any other faculty or students will be allowed to present posters as well.	The poster session will be announced to the entire university and our community college partners to encourage interdisciplinary collaboration.
6d.	Non-CIBER Faculty Research Grant Competition	Research grants will be given each year to faculty from schools other than those with CIBERs.	Recipients will be faculty from non-CIBER institutions. Preference will be given to faculty from MSIs of CCs. Preference will also be given for projects focusing on manufacturing.	The faculty receiving the grants will submit a working paper for our series, which is published and distributed nationally.
6e.	Study on Positive Spillovers of Manufacturing for the Economy	Research will be conducted to examine manufacturing spillovers to the surrounding community.	This research will be both theoretical and applied. Therefore the beneficiaries will include other academics and business practitioners.	The study findings will be published as a report. A book may also be published.
6f.	Working Paper Series	We will produce an annual series of working papers. These papers will be both hardcopy and electronic.	Faculty given research grants as well as other faculty conducting international business research will be asked to submit their work in the form of working papers.	These working papers will be distributed nationally and will be available online.

NOTE: All the programs listed above will be **NEW** initiatives.

Exhibit 10 lists the hallmarks of our programs under the six mandates.

### **3. HOW THE OBJECTIVES OF THE PROJECT FURTHER THE STATUTORY PROVISIONS**

As illustrated in Exhibit 11, the programs proposed by the UConn CIBER directly address those issues outlined by Congress under Title VI, Part B, Sections 611 and 612 of the Higher Education Act of 1965, as amended HEA of 1998, Pub. L. 105-244. The interdisciplinary instructional programs, programs for the business community, programs for other public and private institutions, and research for curricular development and for strengthening U.S. competitiveness in the global marketplace, promise to foster a formidable international

orientation among students, faculty, and business leaders. UConn is well positioned to implement these programs effectively through its CIBER.

## II. SIGNIFICANCE

### **1. National Significance of the Project**

The proposed project is nationally significant because it focuses on a theme of critical importance to maintaining U.S. global competitiveness: manufacturing. As we will explain below, manufacturing is paramount to the economic stability and global competitiveness of the U.S.. The UConn CIBER will provide a comprehensive system of programming and research to better prepare the U.S. to embrace this challenge.

According to the U.S. Chamber of Commerce, U.S. factories have nearly doubled their output in the past 2 decades and now account for one fifth of world manufacturing value added – a share greater than BRICs combined.<sup>3</sup> Manufacturing directly accounts for 11% of the nation’s GDP. When all economic activity expressly linked to manufacturing is taken into consideration (such as equipment maintenance, transportation, scientific and technical services, and construction), the share of GDP attributable to manufacturing grows to 15%. Its share of GDP increases to as much as 25% when second-order activities such as retail sales near plants, systems development, and legal services are included.<sup>4</sup> That means one in seven U.S. private sector jobs is directly linked to manufacturing, and one third of those jobs depend on export<sup>5</sup>.

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<sup>3</sup> U.S. Chamber of Commerce TradeRoots. (2012). *Top 10 Overlooked Facts about Trade*. Washington, DC: U.S. Chamber of Commerce.

<sup>4</sup> Kaushal, A., Mayor, T., and Riedl, P. (2011, Autumn). Manufacturing’s Wake-Up Call. *Strategy + Business*, 64, 30-43.

<sup>5</sup> U.S. Chamber of Commerce TradeRoots. (2012). *Top 10 Overlooked Facts about Trade*. Washington, DC: U.S. Chamber of Commerce.

However, plenty of clues suggest that there is still a manufacturing shortfall in the U.S. that critically contributed to the economic crisis.<sup>6</sup> In fact, some believe that unless steps are taken to revitalize manufacturing, up to 50% of the “value add” of the U.S. economy is at risk of disappearing.<sup>7</sup> So what are the steps needed to revitalize U.S. manufacturing? Is it time for all large manufacturers to reshore manufacturing? According to McKinsey Consulting:

“It is both an exciting and confusing time for manufacturers. Radical changes in demand in emerging and developed markets, coupled with advances in technology and a growing appetite for variety and flexibility, are not only allowing, but compelling companies to rethink where they manufacture.”<sup>8</sup>

This quote from Katy George from McKinsey Consulting sums up a concept they are calling “next-shoring.” It is a concept that cautions against a knee-jerk reaction of bringing manufacturing back to the U.S.. While there are many cases where that will be the best course of action, there are also many cases where it will not. What do large companies need to understand and do to successfully navigate this process? And, what about the SMEs? These domestic manufacturers are not worried about next-shoring or reshoring, but are in need of assistance with their international business strategy, in areas such as exporting, market research and development, or handling a global supply chain.

We have identified the following seven factors that both small and large manufacturers need to address in order to succeed in the global market: hiring talent; developing the supply chain; understanding emerging markets; using available technology; creating process innovation; achieving sustainability; and navigating policy.

### *1. Hiring Talent*

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<sup>6</sup> *The Economist*, 2012, April 21, p 3-4

<sup>7</sup> Kaushal, A., Mayor, T., and Riedl, P. (2011, Autumn). Manufacturing’s Wake-Up Call. *Strategy + Business*, 64, 30-43.

<sup>8</sup> George, K. (2014, January). Radically reshaping manufacturing: A Conversation with Katy George. *McKinsey & Company*, 1-4.

Gone are the days of labor arbitrage determining the location for large manufacturers. Countries like China, who saw a huge influx of manufacturing based on their low wages are now seeing that advantage disappear. In fact Boston Consulting Group predicts that by 2015 the cost of manufacturing in China will equal the U.S.<sup>9</sup> At the same time, domestic demand for employees in the manufacturing sector is growing. A 2012 survey of manufacturers showed that more than half were planning to increase their workforce in the areas of sales, marketing, and production/operations. Forty percent planned to increase their work force in engineering.<sup>10</sup> Hiring talent by proactively addressing skill gaps, is also one of the factors found to lead to success in the manufacturing industry.

Unfortunately, there is a dearth of qualified manufacturing employees in the United States. As companies transform their plants from manual work to automated facilities with complex control systems and sophisticated processes, they need technical, professional and skilled personnel. As they make decisions to expand their markets or relocate to new countries, they need professionals trained in the languages, cultures, and business environments of those countries. Our CIBER initiatives will help in increasing the talent pool through promoting education for manufacturing leading to more jobs for international business students.

## *2. Developing the Supply Chain*

Successful manufacturing in the future will have a premium on shortening supply chains in order to accommodate rapid changes in demand. However, rather than a traditional approach of incentives and disincentives, successful manufacturers will make an investment in supply

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<sup>9</sup> Schuman, M. (2013, November 11). China Makes Everything. Why Can't it Create Anything?. *Time*. Retrieved from <http://content.time.com/time/magazine/article/0,9171,2156209,00.html>

<sup>10</sup> Menaker, S. (2012). *McGladery Monitor*.



chain development.<sup>11</sup> To date most of the research in supply chain management focuses on the shortening process rather than development leaving manufacturers to make decisions without empirical research. Our CIBER initiatives will help fill this need.

### *3. Understanding Emerging Markets*

Understanding demand in foreign markets has always been a difficult task. With demand in emerging markets likely to overtake demand in developed markets,<sup>12</sup> this factor has never been more important. It will be important for companies to balance economies of scale with the demand for variety.<sup>13</sup> This is applicable to both large manufacturers and SME exporters. Over the last 8 years, students and businesses have become experts in the BRICs, many trained by UConn CIBER. However there are new markets are emerging. In particular the so-called “African Lions,” led by Ethiopia are poorly understood by American businesses. Our CIBER initiatives include a collaboration with a leading African university, Addis Ababa, leading to the opportunity for students and faculty to develop a deeper understanding of this environment.

### *4. Using available technology*

There has been a dramatic change in manufacturing technology. From additive manufacturing, to flexible-electronics manufacturing, to bio-manufacturing, to new forming and joining technologies, to composites manufacturing, virtually no portion of the manufacturing industry remains unchanged. Rates of adaptation, however, are not equal across the board. SMEs tend to suffer from a lag in implementation.

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<sup>11</sup> George, K. (2014, January). Radically reshaping manufacturing: A Conversation with Katy George. *McKinsey & Company*, 1-4.

<sup>12</sup> *ibid*

<sup>13</sup> (George, Ramaswamy, Rassey, McKinsey)

In addition to manufacturing technology, new technology exists to help manufacturers find new markets and inform their business planning through data analytics. However, a 2012 survey found that more than 40% of businesses currently use only some or no business analytics to inform their decisions.<sup>14</sup>

Our CIBER initiatives focus on two programs that meet this need: our Management for Engineering and Manufacturing (MEM) program and our collaboration with our School of Engineering. In addition, we will work with our academic partner, Southern University of Baton Rouge, to help them develop a similar program to meet this need.

#### *5. Creating Process Innovation*

One important new focus in manufacturing is on process innovation vs. product innovation / development. In the 2012 McGladery study, 78% of thriving businesses made investments in process improvements compared to only 45% of declining businesses. This is a concept with which the UConn CIBER is quite familiar given that the focus of our previous grant cycle was innovation. Our current proposal extends that programming.

#### *6. Achieving Sustainability*

Business sustainability is comprised of the three main components: environmental, social, and economic sustainability. Many of the activities in the proposal are actually designed to contribute to the economic sustainability of the U.S. manufacturers at home and abroad. In addition, we will offer programming to educate about social and environmental sustainability for manufacturers.

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<sup>14</sup> Menaker, S. (2012). *McGladery Monitor*.

Within sustainability, energy plays a major role. The increase in availability of energy from coal seam gas and the decrease in the cost of renewable energies, combined with the ever turbulent supply of oil, have led to an energy environment that is constantly in flux. In general, energy costs are declining, leading to an advantage for manufacturers able to leverage it. Our CIBER programs are designed to help business people understand this environment.

### *7. Navigating Policy*

Policy as it relates to business, import/export, product specifications, packaging, etc. can have major ramifications on global manufacturers. Understanding how to navigate these policies is an essential skill. Our CIBER programs teach how to navigate these policies and help businesses learn where to go for guidance. We have even partnered with the Connecticut Department of Economic and Community Development to help explain and define policies so that they are easier for businesses to understand.

## **2. Importance of project outcomes**

The outcomes of our proposed activities are directly aligned with the issues identified above. The outcomes of this project will assist all our constituents alike by altering their mindsets from outdated modes of competition, to focusing more on cutting edge process innovation, and leveraging modern technology in manufacturing. Together, the outcomes should help in enhancing U.S. competitiveness in global markets.

More specifically, the UConn project is important because it fulfills the major needs of this country through the following outcomes:

**Hiring Talent:** As an education institute, many of our programs are aimed at improving talent among current and future business people. In addition, in keeping with the 2014-2018 CIBER Competitive Preference Priority, many of our programs include collaborations with other

organizations in order to facilitate job access for students of international business. Specifically, for students these activities include the internationalization of MEM, the creation of internship resources, the Global Business Leadership Seminar Series, and the International Business Society. For businesses, these initiatives include the Certified Global Business Professional Training, and the World Affairs programming.

**Developing the Supply Chain:** In this area, the main problem is a lack of research. Therefore, we have developed two research programs to fulfill this need. The first is the general research money. We will target projects that foreground supply chain development. The second is the by-invitation-only research conference. By setting development of the supply chain as the topic for one of our research conferences, we will encourage high level research by inviting 20 – 30 top scholars in this subject. It will also result in a book that will expand the reach of this research.

**Understanding emerging markets and demand:** Our programs are designed to immerse the participants in the culture and business environment of the emerging markets. For students these include Short-term study abroad programs for students at all levels, including at our academic partners Manchester Community College and Southern University of Baton Rouge and study abroad scholarships. For business people, we have cultural seminars with the World Affairs Council/Forum, as well as the seminars with KPMG. For faculty, we will offer the opportunity to attend faculty development programs in these markets, including FDIB India and FDIB Africa. We will also create virtual models to expand access to those who cannot attend in person.

**Using available technology:** As mentioned above, we will partner with both our School of Engineering and our own Management for Engineering and Manufacturing Program to teach

about the latest manufacturing technologies. In addition, we will use our partnership with the WISERtrade company to teach our students how to use this database to help small and medium manufacturers find markets for their products. We will also contribute to the scholarly work in this area by focusing on technology as the theme of one of our by-invitation only research conferences.

**Creating process innovation:** In this area, we will build on the work done during the last cycle. An example of this is our Faculty Development in International Business Program on Green Business. Much of this program is dedicated to examining process innovation. In addition, we will create new resources including the quiz bowl for community colleges, and the case for the CIBER Case Challenge.

**Achieving sustainability:** In this area, we will focus on educating businesses on resources available as well as best practices. Specifically, we will offer a Global Energy trends lecture series as well as support the FDIB Green Business program that includes education around both coal seam gas and renewables.

**Navigating policy:** Policy makers are often an overlooked constituency. For this cycle we will team with several policy making organizations to help coordinate their efforts and provide research to inform their decisions. Specifically, we will have a strategic policy questions initiative, a faculty seminar on the role of government, a quarterly meeting of IB stakeholders and we will support the national District Export Council Annual Meeting.

Finally, our Export Academy, Global Fellows, and MEM programs embody all of these aspects. The Export Academy helps small manufacturers navigate the process and creates an easily implementable export plan. The Global Fellows program allows future executives the

chance to research a specific International Business topic, while the MEM program trains undergraduate students in all of these areas.

In addition to knowledge, a variety of physical products will be generated by the proposed project. These include:

- Edited books from State of the Art Research Conferences
- Course outlines
- Curriculum development reports
- Articles in leading academic journals
- Working papers outlining the research endeavors of the faculty and doctoral students
- Cases, classroom exercises/simulations, and other materials
- Books authored by the UConn faculty
- Library holdings including books, journals, databases, CD-ROMS, reports, etc.
- Articles in trade journals
- Resource Guides for Business Language Teachers
- Appropriate IB/Culture Resource Guides for preK-8 teachers

Using various channels of communication such as the UConn CIBER newsletter, CIBER Perspectives, the internet, large-scale mailings, and word of mouth, information on the products developed by the UConn CIBER will be disseminated nationally. In most cases, the products will be made available free of charge. In sum, the products developed by the UConn CIBER will constitute national resources to be shared with faculty and professionals, and other institutions and businesses throughout the U.S.

### III. PROJECT DESIGN

#### **1. A Coherent and Sustained Program of Research and Development**

The UConn CIBER project represents a coherent and sustained program of research and development. As we will demonstrate below, our project's goals and outcomes have been properly articulated, the project design is appropriate, it includes additions to an ongoing inquiry, it builds capacity for the future, and it addresses both competitive and invitational priorities.

### ***a. Project Goals and Outcomes***

In Section I, we defined the overall mission of the UConn CIBER and listed the objectives of the programs under each of the six mandates. These programs are built upon the experience we gained through the CIBER funding in the past and upon UConn's other strengths, particularly in the area of manufacturing. Exhibit 12 specifies the program goals and anticipated outcomes for each activity. The goals are clearly stated, and the outcomes are articulated in quantitative terms to the extent feasible.

### ***b. Design Appropriateness of the Project***

The UConn CIBER serves its constituencies by (1) providing programs that augment their knowledge of International Business, especially knowledge relevant to manufacturing, and (2) connecting these constituencies with one another to create a mutually beneficial synergy (for example, faculty interaction with non-profit organizations to promote U.S. exports). This coordination takes place at two levels: through the use of interdisciplinary teams, and through the development of integrated programs.

- **Interdisciplinary Teams:** Interdisciplinary teams have been created to develop and run the programs under each mandate. Thus, the strengths of diverse disciplines such as business, language/area studies, liberal arts, and communities such as business, professional associations, and academia, are united to serve the needs of different constituencies.
- **Integrated Projects:** Most of the programs will serve multiple audiences. For example, the Manufacturing Consulting Project (1q) helps students gain practical experience, which in turn provides businesses with consulting reports for developing products for global markets. Similarly, the Virtual FDIB program (4d) will provide faculty the opportunity to experience

an FDIB program and then will impact hundreds of students in the U.S. who cannot afford to attend overseas programming.

***c. Sustained Effort of Research and Development***

Our proposed research and development endeavors represent a sustained effort in terms of quality and relevance of output. We will continue our research and development efforts by building on the foundation we laid during the previous funding cycles. In each new grant cycle, we have continued to build upon the previous one. The themes of our last two grants were “BRICs” and “Innovation.” During the 2010-2014 grant period, while we focused on innovation, we continued to use the BRICs expertise we had gained in 2006-2010, such as identifying innovative products to serve the needs of the Chinese market. Likewise, throughout this proposal, we have included initiatives that build on both our BRICs and innovation insights (e.g., seeking competitive advantage through innovative process redesign and applying the experience from BRICs to new emerging markets).

For research, we will undertake bi-annual by-invitation-only research conference to probe timely topics such as next-shoring, and export potential for U.S. goods in large global markets. Between 20 to 30 scholars from all over the world will be invited to make presentations on different aspects of the conference topic in a small-group setting permitting intensive discussions. The presentations will be published as a book.

In addition, we will give competitive research grants to faculty for their individual research built upon select themes. For example, one of the interdisciplinary research themes we would like to pursue is “Next-shoring: Implications for U.S. Manufacturers.” We will also give grants for curriculum development, and for research on student-related issues.



During 2010-2014, our CIBER published three research books, one general book, a set of four e-books for K-12 students and faculty, and one textbook on Global Negotiations. In addition, seven faculty members did research on innovations for the global market. In sum, our activities include a coherent, sustained program of research and development.

***d. Capacity Building for the Future***

The programs that will be developed during 2014-2018 will continue after the grant expires. The support for this assertion is detailed here:

- The proposed CIBER programs for 2014-2018 constitute an integral part of our school's five-year plan to emerge as a major institution focusing on global business. In addition, our programming falls in line with the University's Academic Plan which names manufacturing as the top priority for investment. Whether or not we receive the CIBER funding beyond 2018, the programs designed during the upcoming grant period will become an integral part of the University's future direction and activities, and hence will continue even after the grant expires.
- We are fully conscious that government grants do not last forever and, therefore, we must generate alternative sources of funding. We have already demonstrated our ability to generate funds from private sources through the GE endowment for establishing a Global Learning Center. We plan to continue raising additional funds for our international programs.
- The programs designed for the business community and the faculty development programs are expected to be self-supporting from the beginning. Thus, their continuation beyond the grant period is not in question, as they will not rely solely on grant resources.
- Through training the trainers (via faculty development programs), the programs initiated at other educational institutions would most likely be sustainable in the future.

- The major programs we initiated during the 2010-2014 CIBER grant are all scheduled to be offered during 2014-2015 with or without the CIBER funding. This scheduling indicates our continuing commitment to international business, regardless of whether or not we have outside funding.

#### ***e. Invitational Priorities***

The UConn project duly addresses the invitational priorities set by the legislation. For **Invitational Priority I**, we have included several projects that include collaborative activities and partnerships with institutions in Sub-Saharan Africa and South Asia. In particular, we have included joint coursework and an annual conference with Management Development Institute in India. We have also included the enhancement of a relationship with Addis Ababa University in Ethiopia for short-term study abroad. Given the importance of manufacturing to the expanding Ethiopian economy, an enhanced relationship with this institution is perfectly suited to the theme of this proposal.

With reference to **Invitational Priority II**, we have a number of activities related to teaching Less Commonly Taught Languages (LCTLs). Of the 78 LCTLs identified by the legislation, we have chosen languages of nations that are our current and emerging competitors vis-a-vis our focus on manufacturing: see for example Activity 2i – Resource Guides for Business Language Teachers. In addition, we continue to support the national CIBER Business Language Conference (2h), which includes tracks for and provides scholarships to the teachers of LCTLs.

## **IV. MANAGEMENT PLAN**

### **1. Management Plan to Meet the Project Objectives On-Time and Within Budget**

This section describes the structure of the UConn CIBER, identifying management teams to implement the mandated programs on time and within budget. It draws on the strength of UConn's diverse faculty with the expertise to address different areas in international business education and research, as well as the needs of U.S. companies with respect to manufacturing and the strength of our external partners. It also represents a shift in organization from the previous cycle based on our experience as is explained in section b. below.

***a. Management Team Responsibilities***

The UConn CIBER is located within the School of Business. John A. Elliot, Dean of the School of Business, serves as the Executive Director of CIBER, providing leadership and direction to ensure that the overall mission of the Center is attained and that CIBER's activities are consistent with the School and the University's overall goals. Since joining the School in 2012, he has pursued globalization as one of the core objectives of the School and has placed CIBER at the center of that mission. As such, he is intimately involved with CIBER's management. Directly under Dean Elliott is Sulin Ba, Associate Dean for Academic and Research Support, who serves as the CIBER Faculty Director. Kelly Aceto serves as the CIBER Director, guided by the CIBER Faculty Advisory Committee, consisting of Mohamed Hussein (Accounting), Robert Day (Operations and Information Technology), Joseph Pancras (Marketing), and Katherine Pancak (Finance), and in consultation with the CIBER Faculty Director. She reports to Sulin Ba and consults with the Advisory Council on the Center's activities. Kelly's responsibilities include management of activities, coordination of the work of six project teams, and administration of the Center. In these roles, she is assisted by Associate Director Michele Metcalf, as well as graduate student assistants and clerical staff. Michele

Metcalf is responsible for the day-to-day operations of the Center, including the planning and implementation of activities.

A chart showing the organizational structure for the UConn CIBER is presented in Exhibit 13. All the individuals listed in the exhibit have extensive international experience.

***b. Coordination with Key Constituents***

The six project teams mentioned above correspond to the six groups of programs as mandated by the authorizing statute. The Project Manager for each team is a member of the School of Business Faculty Advisory Committee listed above. Each Project Manager has insights into next-shoring and in the area for which they are responsible. The Project Managers supervise the planning and implementation of the activities in their areas. Each project team will also have at least three members of the larger CIBER Advisory Council, one from languages and area studies, one from another unit of the university (other than business), and the third from the business community. Each project team will also have representatives from our key partners, since they represent our Advisory Council and represent an important part of the grant. The associates play an integral role in the planning of programs and in identifying faculty members to implement them.

The School of Business faculty and department heads play an important role in the planning and implementation of the CIBER's programs. Because both the Executive Director and the Faculty Director are in the Dean's Office, the Dean's Council of the School of Business (consisting of the Dean, Associate Deans, and Department Heads), will be regularly apprised of the programs and asked for their input.

The structure of the UConn CIBER ensures that different constituencies/offices within the School, as well as others outside the School are duly involved in the planning and

implementation of programs, either directly or indirectly. With open communication lines and a feedback mechanism in place, the programs can be developed and implemented within time and budget constraints.

The structure of the management plan including project teams lead by Project Managers is a format we adopted during the 2010 – 2014 grant cycle. While the additional insight and oversight gained from this management style was valuable, we found the overall structure cumbersome in that we were constantly needing to provide updates to multiple stakeholders: the Advisory Council, the School of Business Faculty Committee, the Dean's Council, the Project Managers and often the Project Associates. The revised structure, where Project Managers are the Faculty Committee and Project Associates are the Advisory Council eliminates this duplication of effort and ensures investment by all participants. In addition, we have retained the Dean as Executive Director, but added the Associate Dean as Faculty Director, thereby eliminating the need for the CIBER Director to keep the Dean's Council apprised. Overall, we feel these tweaks to our management plan will make for a stronger and more efficient CIBER.

## **2. Timelines and Milestones**

As previously mentioned, each proposed activity has a faculty coordinator assigned to it. These coordinators are responsible for ensuring that program's success, including meeting the appropriate milestones, timelines, and program outcome goals. Exhibit 12 lists the milestones and goals for each activity. Exhibit 14 shows the detailed timeline for each activity proposed in this application. Most of the programs are designed in such a way that incoming revenue from tuition, fees, and other grants will ensure the continuation of the programs at the end of CIBER's grant period.

### **3. Time Commitment of the Managing Director, Faculty Director, and other Key Personnel**

The time commitments of the UConn CIBER's management team are spelled out in the budget explanation (Exhibit 17). Briefly, **each year** of the grant period the key personnel make the following commitments:

- Faculty time: 25% of the time of the Faculty Director; 20% of academic-year time of the six Project Managers, and 5% of the Dean's time as CIBER Executive Director.
- 80% time of CIBER Director, Kelly Aceto
- 80% time of the Associate Director, Michele Metcalf
- 100% time of a Program Assistant
- 2 full-time graduate assistants

We estimate that these time commitments are appropriate and adequate to meet the objectives we have set for the UConn CIBER. If necessary, our school is willing to assign additional resources to the CIBER project.

## **V. QUALIFICATIONS OF PROJECT PERSONNEL**

Short biographies of all of those listed here or elsewhere in this proposal can be found in Exhibit 16. Listed here are the highlights of how each person's training and experience, meet the needs of the proposed project. The Project Directors bring years of experience and expertise in research and grant administration, while the key academic partners bring expertise in manufacturing and the populations they serve. The international manufacturing expertise is further evident in both the member of the advisory council and the members of the faculty advisory council.

### **1. Qualifications of the Project Directors**

#### ***a. Faculty Director***

Dr. Sulin Ba is currently the Faculty Director of the UConn CIBER. She took on this role after Subhash Jain retired at the end of 2013. In this short time, her fit for this role has become evident. She has the requisite experience, contacts, and titles to add significantly to the CIBER.

Sulin is currently also Associate Dean of Academic and Research Support of the UConn School of Business. In this role she participates in the policy and direction setting at the administrative level. She has extensive international experience, including serving as an Honorary Distinguished Professor at the prestigious Fudan University School of Management in Shanghai, China. She has taught at the School of Business Administration, Universität Mannheim in Mannheim, Germany as well as Hong Kong University of Science and Technology, and City University of Hong Kong. She had already leveraged those connections to add high level international participants to conferences.

She also has grant administration experience. In addition to being the current CIBER Faculty Director, Sulin was the recipient and administrator of a recent research grant from the National Natural Science Foundation of China for 2,000,000 Chinese Yuan (approx. \$320,000) from 2013 to 2016. Sulin has published in several highly regarded academic journals, including Management Science, Information Systems Research, MIS Quarterly, Journal of Management Information Systems, Production and Operations Management, Decision Support Systems, among other academic journals. She also received CIBER research support before becoming the Faculty Director. Her expertise in research will guide the research portions of this grant.

***b. Director***

Kelly Aceto will serve as the Director of the UConn CIBER; she has served as the Managing Director of the UConn CIBER since 1999. She has spent 15 years building

relationships with the key players in the International Business arena and as such is very active in the state's international scene as a member of the Stamford World Affairs Forum, the Connecticut World Affairs Council, UConn Academy for Global Economic Advancement, the Metro Hartford Chamber of Commerce's International Business Committee, and the CT District Export Council. In addition, she has been involved in the CT Business and Industry Association's Manufacturing Specialty Group. Her membership and involvement with these organizations will serve as the foundation for the quarterly policy meetings in the State of CT.

She has been responsible for the planning and implementation of all of the Center's activities, having successfully developed and led over 200 different programs including international programs such as FDIB Green Business, top-level research conferences, and large scale events like the CIBER Case Challenge. In addition to her many years of experience administering the CIBER grant, Kelly holds a certificate in evaluation from the UConn School of Education, which will help her oversee the evaluation process.

## **2. Qualifications of the Other Key Personnel**

### ***a. Executive Director***

Dr. John A. Elliott will serve as the Executive Director of the UConn CIBER. He is currently the Dean of the UConn School of Business as well as the Auran J. Fox Chair in Business. Dean Elliott has taken a keen interest in the international programs of the School. He is actively pursuing the deepening of relationships between UConn School of Business and our foreign MOU partners. His involvement as Executive Director ensures school-wide as well as university level support for the CIBER programming.

### ***b. Associate Director***



Michele Metcalf has served as the Assistant Director of the UConn CIBER since 2006. Michele's research focuses on Corporate Social Responsibility. She is known locally as an expert on the UN Global Compact and has participated in several UN events. She was instrumental in UConn's joining the Principals of Responsible Management Education group and completed the required annual report. She is also an expert in both planning well-run events and in efficient budgeting, consistently receiving commendations in these areas.

***c. Advisory Council Chair***

Subhash C. Jain, Ph.D., Professor Emeritus, served as CIBER Director from 1995 - 2014. He was also Director of the GE Global Learning Center at UConn. His experience with CIBER coupled with his frequent consulting to manufacturing organizations such as Xerox Corporation, General Electric, United Technologies Corporation, Mead Corporation, General Motors, NCR, Control Data, Pitney Bowes, and Corning Glass make him the perfect Chair for the UConn CIBER Advisory Council.

***d. School of Business Faculty Advisory Committee and Project Team Managers***

The School of Business CIBER Faculty Advisory Committee is made up of members of each academic department in the School. These representatives also serve as the Project Managers for each of the six mandated activity areas. For the 2014-2018 cycle, they are:

*Katherine Pancak* (Programs for Students); *Timothy Folta* (Programs for Faculty / Advanced Degrees); *Robert Day* (Programs for the Business Community); *Mohammad Hussein* (Programs for Other Edu. Institutions / Professional Associations); *Sulin Ba* (Programs for Research on Curriculum and Integrated Activities); *Joseph Pancras* (Programs for Research to Promote International Competitiveness).

***e. Key Academic Partners***

### 1. Leia Bell

Leia Bell is the Dean of Institutional Advancement at Manchester Community College. Previously Leia was Director of Advancement at Goodwin College where she managed the development of the Goodwin College Foundation. She has 10 years of experience in development and higher education. Leia's position as Dean allows her access to all of the departments and campuses at MCC. She has already brought in key players to garner support for the proposed projects.

### 2. Donald Andrews

Donald R. Andrews is the Dean of the College of Business at Southern University in Baton Rouge (SUBR). Don has vast international experience, grant administration experience, and publications in a wide variety of journals. Don's leadership role as well as his personal knowledge of the field of manufacturing will ensure the success of the UConn CIBER partnership with SUBR.

### 3. Others

Listed here is a small number of IB faculty in neighboring schools with whom we work closely: Jean Lefebvre (Central Connecticut State University), Xiaohong He (Quinnipiac University), Ravi Ramamurti (Northeastern University), Shyam Lodha (Southern CT State University), and Sushil Vachani (Boston University).

### **3. Employment of Underrepresented Groups**

The University of Connecticut is an equal opportunity, affirmative action, non-discriminatory institution. All personnel are selected without regard to race, color, national origin, gender, age, or handicap condition. We seek to accelerate the entry of members of underrepresented groups into the workforce, and to support their mobility once they are hired. In

2007, UConn recognized that its monitoring and support systems were largely concentrated on hiring and created an institution-wide initiative to direct equal attention and creativity toward retention and career mobility. UConn CIBER works closely with the UConn Office of Diversity and Equity and the School of Business Office for Diversity Initiatives.

Our Advisory Council (see Exhibit 1) includes 12 women, 2 African-Americans, 6 Asian-Americans, and 2 Latin-Americans. The CIBER Faculty Director is an Asian-American woman, and the Director is a woman. Of the 46 key faculty (see Exhibit 15), there are 9 women, 9 Asian-Americans, 2 African-Americans, and 3 Latin-Americans. During the 2010-2014 grant period, the CIBER office hired 9 graduate assistants and 9 student workers. Of these, 9 were females, 3 were African-Americans, 3 were Asian-Americans, and 2 were Latin-Americans.

For the current grant cycle, we will be hiring a Program Assistant. All effort will be made to attract a member of an underrepresented population. As an Affirmative Action Employer, UConn has a set procedure for accomplishing this goal including advertising the position through targeted publications and social networks. UConn has a history of attracting diverse candidates and we are confident that this search will have the same results.

## VI. ADEQUACY OF RESOURCES

### **1. Cost Effectiveness**

The Center's budget aims at strict cost-effectiveness. Every effort has been taken to make the most of the funds budgeted. As much as 75% of funds will be used for program activities, with a mere 25% earmarked for administrative costs in Year 1. A detailed budget can be found in Exhibit 20 with notes of explanation by activity in Exhibit 16. With a grant of approximately \$365,000/yr directly affecting 15,225 people (see the table on page 52) over four

years, the per capita federal expenditure on each constituent would be about \$95. The indirect impact is likely to total over 100,000 people. By any measure, this is a productive use of tax dollars geared toward enhancing U.S. competitiveness in global markets. Particular effort has been made to achieve cost effectiveness by:

- **Designing programs for maximum audience impact.** Programs have been designed so that they are relevant for a large and diverse audience, i.e., students and faculty from business, languages, area studies, engineering, and other disciplines, as well as managers and other professionals.
- **Leveraging existing programs.** Wherever feasible, the proposed programs are designed to build on current programs and relationships. For example, the Export Accelerator will build on a longstanding successful format used for the Engineering Senior Design Projects.
- **Making the programs complementary.** Programs have been chosen to reinforce each other to realize synergies and, thus, enhance their overall impact. For example, the development of an international MEM program at SUBR will lead to more students interested in the new short-term study abroad in Ethiopia.
- **Generating multiplier effects of proposed activities.** This proposal provides for learning and sharing experiences gained by UConn with other educational institutions, to enable them to become more effective in offering programs that enhance America's competitiveness in global markets. Whenever possible, UConn CIBER endeavors will be shared with faculty and administrators nationwide who may benefit from our experience. These endeavors will be shared through online technologies, the publication of proceedings and edited volumes, and poster presentations of sponsored research.

- **Avoiding duplication of existing programs.** The Center's programs are designed to supplement - not supplant or duplicate - what currently exists at the school, university, state and national level. Functional international courses such as International Marketing, International Finance, and International Management are not included in this proposal since they are already in place. Similarly, our business outreach endeavors involve numerous collaborations with various groups and agencies in Connecticut, so that we do not duplicate their programs. In addition to adding value to their programs, through our expertise and resources, we serve as a coordinator of international business efforts in the state between various agencies.

The UConn School of Business is committed to further strengthening and enhancing its international business activities. In addition to producing matching funds, we will enlist the cooperation of a number of non-business faculty members involved in international activities and generate additional funds as necessary. This cooperation and additional resource generation makes the proposed CIBER programs all the more cost effective.

## **2. Adequacy of Support from the Application Organization**

Successfully implementing the programs proposed by the UConn CIBER requires human and financial resources as well as infrastructure.

### **a. Financial Support**

The financial resources requested from the federal government, along with those to be provided by UConn, will be adequate to complete the proposed programs. Including the total of \$1,451,784 requested from the U.S. Department of Education during the four years of the grant, UConn has the material resources and personnel to ensure the implementation all programs proposed for the six mandates, as summarized in Tables A-F in Section I.

## **b. Facilities, Equipment, Supplies, and other Resources at the University of Connecticut**

UConn is a complex and modern institution with over 30,000 students, 215,000 alumni, over 1,300 full-time faculty, and 120 major buildings. In terms of facilities, UConn consists of five branch campuses located throughout Connecticut in addition to the main campus at Storrs, where the CIBER office is housed. These campuses cover over 4,100 acres and the infrastructure of the university as a whole has 10 million square feet of new and renovated space. The School of Business, for example, was completed in 2001 and has both wired and wireless internet access at every student station, and each business student is required to have a laptop. Within the School of Business, the CIBER program has two offices, for the Director and Associate Director, and three cubicles, for the Program Assistant, and student workers. The CIBER Faculty Director maintains her office in the Dean's suite.

According to the *U.S. News & World Report* (2014), UConn ranks 19 among the top national public institutions in the country and is ranked first in New England. Additionally, the Carnegie Classifications of Higher Institutions categorizes UConn as a Research University Very High Institution, a distinction shared by fewer than 2.3% of America's higher education institutions.

UConn's central location between major cities such as Boston and New York makes the CIBER's programs accessible to a wide audience in New England and New York. The availability of technology like webcasting, allows UConn CIBER to reach national audiences.

Over the years, UConn has developed a variety of strengths that complement the requirements of the CIBER legislation, such as an emphasis on multidisciplinary programs and foreign linkages. These strengths demonstrate UConn's success in using a multidisciplinary

approach to establish innovative programs that combine emerging technology and cultural studies, such as the MEM program that combines Business and Engineering.

UConn's success in using interdisciplinary centers has allowed it to marshal internal and external resources to accomplish complex tasks. Examples of these centers are Photonics, Asian Studies, European Studies, and Latin American studies. The Photonics Research Center, an example of UConn's response to the needs of the business community, was established to harness the commercial applications of startups with this emerging technology.

Additionally, over the years, we have gained strengths that have enhanced our proficiency in running a successful CIBER. As represented in Exhibit 17, these strengths include a strong commitment from our School of Business, extensive international connections, growing international footprints, novel programs, international alliances, intellectual capital, curriculum, infrastructure, close relationships with UConn Area Studies Centers, Department of Languages, colleges and universities in our vicinity, and partnerships with 15 schools worldwide.

Of the 110 faculty members in our School of Business, approximately one-third are natives of foreign nations, including ten from China, nine from India, seven from Eastern Europe, three from Korea, three from Taiwan, three from Africa, and one from Russia. Also, our university has established study abroad programs in 65 nations. In the last five years, our school has hosted a number of scholars from the U.K., France, Singapore, Australia, United Arab Emirates, China, India, Brazil, Russia, and Africa.

In addition to the School of Business's strengths, UConn offers a variety of international programs. We will leverage the expertise and experience gained from these existing programs to successfully implement the CIBER activities.

Our School's vision statement, as shown below, clearly shows our future aspirations. Business in the twenty-first century will occur in an increasingly complex environment of rapid change. Thus, the UConn School of Business sees as one of its primary responsibilities to educate present and future leaders to understand and manage: (1) the globalization of products, consumer, and economy; (2) rapidly changing information technology; (3) the demand for quality and continuous improvement; and (4) a culturally diverse work force. In this context, we aspire to:

Create knowledge through basic and applied research that significantly influences the ideas and practices of our students, managers, and scholars.  
Disseminate knowledge through delivery of state-of-the-art educational programs, research publications, and selected outreach activities that will strengthen U.S. business, and our nation's global leadership.

The School's commitment to remain a world-class, globally focused learning network supports our CIBER's mission to be a Center for International Business Education and Research to undertake activities that enhance U.S. competitiveness in growing markets worldwide. We envision the UConn CIBER's activities as a vital part of the five-year plan for moving the School in the direction of globalization and program enhancement.

The UConn School of Business is the only public institution in the State of Connecticut that has been fully accredited by the AACSB/International Association of Management Education for over 47 years. The School of Business offers undergraduate, MBA, and Ph.D. programs as well as a joint MBA/M.A. degree in International Studies, a joint MBA/JD degree in International Law in collaboration with the UConn School of Law, MS in Accounting, MS in Business Analytics and Project Management, MS in Financial Risk Management, and a Masters in Human Resource Management. The UConn CIBER builds on the existing ties between the School of Business and other units of the University.



According to BusinessWeek's 2013 rankings, the School of Business is ranked among the top 25 among public business schools nationally, and is the number one public business school in New England. Our school is widely known for innovative curriculum and experiential learning accelerators.

### **c. Adequacy of Support from Key Academic Outreach**

Although not a graded criteria for the proposal, we felt it was important to acknowledge the support we will be receiving from, not just providing to, our two key academic outreach partners, Manchester Community College (MCC) and Southern University Baton Rouge (SUBR). Each of these partners has been fully engaged in the proposal development process and had committed key resources to the project. For MCC, in addition to the support of the Dean and key faculty members, additional resources include their connection to the manufacturing community as well as the space they have in Central Connecticut that will be used for the joint business outreach programming. For SUBR, in addition to the support of their Dean and key faculty members, additional resources include a highly developed Engineering Program, as well as the technological capacity to participate in virtual teams for student programs. Each of these partners brings much more to the table and additional details can be found in Exhibit 4.

## **VII. PROJECT EVALUATION**

In order to ensure a thorough and objective evaluation of our CIBER and its 72 programs, we plan to use a variety of methods, measures, and evaluators as detailed below. An illustration of our comprehensive evaluation plan is included in Exhibit 18.

### **1. Goals of Evaluation**

- How well has UConn CIBER fulfilled the requirements of the statute?
- Has UConn CIBER produced products of national significance?

- How well has the UConn CIBER been managed?
- How well has UConn CIBER served the targeted constituencies?
- How widely has the UConn CIBER disseminated its knowledge and resources?
- Has the UConn CIBER built upon its strengths achieved in prior grant periods?
- How well has program implementation been carried out with respect to cost/benefit?
- How well has UConn CIBER incorporated feedback from the various evaluation mechanisms?

## **2. Methods of Evaluation**

### ***a. Formative and Summative***

Formative evaluation is a process of ongoing feedback on performance. The purposes are 1) to identify aspects of performance that need improvement and 2) to offer corrective suggestions. Summative evaluation is a process of identifying larger patterns and trends in performance and judging these summary statements against criteria to obtain performance ratings. Both types of evaluation are essential to achieve continuous improvement.

### ***b. One-time, Ongoing, and Longitudinal***

The timing of our evaluations will be responsive to the needs of each activity and the program in general. One-time data collection is appropriate for simple counts of items like number of participants, number of sections offered, number of projects supported, etc.

Most of our evaluations, however, will be ongoing. These will include pre/post tests of participants, follow-ups with participants after they return to their regular environment, asking for feedback on a new course at multiple points in the semester to allow for changes during the implementation of the course, evaluating each session in a series, etc. Even the static counts could be considered part of an ongoing evaluation, in that once they are compared to the goals, they become data for the formative evaluation.

In addition to the one-time and ongoing evaluations, we will also collect longitudinal data for evaluation. We plan to do this in three ways.

i. Comparison of Static Data

Although many of our programs are new, some have been evolving over a long period of time. The static data (i.e., counts of participants, satisfaction ratings, etc.), will be compiled to show trends over time and then analyzed.

ii. Long-term participant follow-up

As appropriate, participants will be asked to participate in follow-up questionnaires at the 2-year, 5-year, and 7-year mark.

iii. Long-term pre/post testing

We will conduct a survey of members of each of our key constituencies at the beginning and end of the 4-year cycle. The survey in 2014 will not only provide a baseline to which we can compare the results of the 2018 survey, but it will also help us to identify key areas of weakness and concerns around which we should structure our programs. The survey will assess faculty and student interest in international activities (with an emphasis on innovation), and the business community's awareness of and interest in the importance of manufacturing renaissance for U.S. competitiveness in global markets. The survey will also assess the general impression of our constituents as to the value of our CIBER programs.

***c. Quantitative and Qualitative***

Both quantitative (e.g., number of students/faculty/business people served; number of courses globalized; number of research projects completed) and qualitative (e.g., faculty/student interest in international activities; business community's perception of UConn's global programs; quality of research projects completed/published) data will be gathered to evaluate the effectiveness of the UConn CIBER's programs. Exhibit 19 outlines the evaluation data that we will collect and analyze (by mandate, our objectives for each mandate, the activities we plan to undertake to achieve the objectives, expected output, the data tool used, data collected, and expected/ideal data and opportunities for correction) on the Project Management Forms (PMF).

**3. Evaluators**

***a. Activity Participants***

Participants in all of our programs will be asked at a minimum to complete an evaluation of their experience. Most participants will be sent a follow-up questionnaire and some will be asked to participate in qualitative evaluations such as interviews or focus groups.

***b. Advisory Council Activity Reports and Annual Review***

The UConn CIBER Advisory Council will play an active role in continually evaluating our programs. Each domestic program will be attended by at least two Advisory Council members who will file a report within one week after attending. The report will contain at least one paragraph each on strengths, weaknesses, and opportunities for improvement in each program.

***c. UConn CIBER Staff and GAs***

The UConn CIBER staff will play an active role in compiling evaluation data. One Graduate Assistant will be assigned responsibility for compiling individual activity participant evaluations into reports, and for creating longitudinal reports as well. The Associate Director will be responsible for compiling all of the pieces of the Activity Reports and for maintaining an activity and course correction log. Finally, the Faculty Director, Director, and Program Assistant will all complete monthly program reviews to discuss and be compiled at their monthly evaluation meeting. During these monthly meetings, the Director will use the results of the ongoing evaluation and the course correction logs to decide on further adjustments to upcoming programs. Learning from programs will be evaluated for applicability to other programming.

***d. Independent Evaluator***

The independent evaluator will be provided with copies of the Activity Reports, the Advisory Council Reports, the Internal Evaluation and the Corrective Measures Log. Based on a review of this material, the evaluator will provide a list of people with whom he would like to meet for qualitative evaluation of our CIBER. Visits and meetings will be planned with program participants, UConn administrators, member of professional groups, and Advisory Council members.

For 2014-2018, Dr. Anand Shetty has consented to serve as our independent evaluator. Dr. Shetty is the chair of the Department of Finance, Business Economics and Legal Studies at Iona College. He is intimately familiar with CIBER programming having served previously on the CIBER Advisory council. He also has vast industry experience in manufacturing and has served as a program evaluator in the past. His brief bio can be found in Exhibit 15. He has been involved in the design of this evaluation plan and will be an instrumental part of our team.

#### **4. Evaluation Instruments and Outcome Measures**

##### ***a. Evaluation Instruments***

For our activity evaluations, we have created and refined in our last cycle a set of evaluation instruments that go far beyond the typical logistics questions to assess the impact of the activity. These instruments were developed with the help of Dr. Hariharan Swaminathan, an evaluation expert in our School of Education. For this cycle, we will use the same instruments wherever appropriate to allow for longitudinal evaluation and comparison. If we need to develop new activity evaluation instruments, we will again call on Dr. Swaminathan to guide the effort. Dr. Shetty, our independent evaluator, has reviewed and approved these instruments.

Activity reports will be compiled using the activity evaluations, the results of the pre/post tests, a comparison of the actual quantitative results with goals, etc.

##### ***b. Outcome Measures***

Year-by-year milestone goals for each activity and the anticipated quantitative outcome are shown in Exhibit 12. Exhibit 19 outlines the evaluation data that we will collect using PMF forms.

Anticipated quantitative participant impact outcomes are shown in the table below.

### Anticipated Quantitative Outcomes

Estimated Number Directly Served					
Constituents	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
1. Students					
Undergraduate	669 UG	764 UG	1,135 UG	1,081 UG	3,649 UG
MBA	108 MBA	120 MBA	164 MBA	332 MBA	724 MBA
Ph.D.	44 Ph.D.	104 Ph.D.	44 Ph.D.	104 Ph.D.	296 Ph.D.
2. UConn Business Faculty	230	233	233	251	947
3. Non-UConn Faculty	543	543	543	525	2,154
4. Non-Business Faculty	25	25	25	25	100
5. Business and Government	2,036	2,071	1,765	1,783	7,655
			<b>GRAND TOTAL</b>		<b>15,225</b>

This table illustrates only the number of people who will be directly affected by the proposed programs. In addition our programs have been designed to create the maximum multiplier effect. For example, by directly serving 3,201 faculty members, over 128,040 students are impacted, even if the faculty uses new knowledge in only two classes of 40 students each. Similarly, the published research might be read and used by thousands of others.

#### **5. Incorporating the Evaluations**

We understand and respect that evaluation not only will allow us to see if we are meeting our goals (summative), but will also allow us to make continuous improvements (formative). Therefore, the information received at all points of evaluation will be incorporated into the activities and the program as we proceed. The evaluations have been planned for frequencies that allow course correction if needed. The independent evaluator's report will be circulated among the UConn CIBER management, the Advisory Council, and the faculty that serve as project team members.

The CIBER Director will meet individually with the above mentioned groups to seek ideas for making appropriate changes in our programs to further strengthen our activities, based

on Dr. Shetty's recommendations. The Director will then take responsibility for overhauling various aspects of the programs.

## **6. GPRA Measures**

The UConn CIBER 2014 – 2018 proposal will lead to positive outcomes on all of the CIBER GPRA measures. For measure 1 and the Efficiency Measure, the Department of Education is creating a survey to gather data to answer this questions. We will collect the email addresses of all participants in our program so that we can pass them to the Department to administer the survey. Our students keep their email address for life, so this will not be a concern. For measure 2, UConn CIBER will internationalize the MEM Program at UConn as well as the manufacturing program at MCC and the newly developed MEM program at SUBR. For measure 3, the UConn CIBER will assist small and medium businesses and help them begin to export which should lead to a considerable increase in export activities for our participants.

## **7. Conclusion**

Our intention is to seek continuous evaluation of both our activities and our overall CIBER program to enable us to make ongoing improvements. We will use an independent evaluator in order to ensure objectivity. Exhibit 19 shows the clear relation of each of our performance measures to the statutory mandates and the objectives we outlined under each mandate. This evaluation plan includes both formative and summative components, and will produce large quantities of quantitative and qualitative data that will be available to all who can make use of it. Overall, evaluation will be an ongoing and integral part of our CIBER's work, which will permit us to offer excellent programs that meet the statutory provisions and serve different constituencies effectively, thereby, optimizing the use of tax dollars.

## **VIII. COMPETITIVE PREFERENCE PRIORITY 1: BUSINESS COLLABORATION TO EXPAND EMPLOYMENT OPPORTUNITIES FOR IB STUDENTS**

While all of our programming for students is designed to enhance their skill set, thereby enhancing their employability, for the grant period 2014-2018, we have specifically included several collaborations designed to expand employment opportunities for students of International Business. We will collaborate with the CT Business and Industry Association, the CT World Affairs Council and the Stamford World Affairs Forum for the first three initiatives. First, we will host a seminar in each of the World Affairs Councils' Executive series focused on helping businesses navigate the internship process. Second, we will ask their members to register their overseas internship opportunities in a pre-existing database. We will also work with the CIBER network and our academic partners, Manchester Community College and Southern University of Baton Rouge to distribute materials related to these opportunities.

In addition, we will conduct the Export Accelerator. This program will be a collaboration with the UConn School of Engineering and the CT Small Business Development Center. This program can be thought of as a "reverse internship" in that the companies are relieved of the pressure and complication involved in hiring and compensating interns, but they still receive the benefit of the students' expertise. Students will receive training and credit from the University, but will also receive background information and have open access to the company. While not a direct internship, we expect to see many of the seniors involved in these projects offered jobs with the small and medium sized manufacturers for whom they provide consulting. Finally, we are developing a new May-term Short-term Study Abroad program that will include internship placement in US companies abroad. This program will be a collaboration with the CT Business and Industry Association.



## **IX. COMPETITIVE PREFERENCE PRIORITY 2: COMMUNITY COLLEGE / MSI COLLABORATION**

We are extremely grateful for the inclusion of this competitive preference priority (CPP). We have always taken seriously our responsibility for outreach as a national resource center, however this CPP allowed us the opportunity to rethink and elevate our strategies. Rather than join a consortium where formulaic outreach is prescribed for each MSI or CC (i.e. two faculty attend a particular seminar per year), we have decided to form two strategic partnerships. These two institutions, MCC and SUBR represent the great potential of MSIs and CCs. While some support will benefit each of these two institutions directly, the majority of the initiatives are meant to leverage their expertise and understanding of the culture and environments in which MSIs and CCs operate, in order to expand outreach to a greater community of MSIs and CCs. Details of these programs are woven throughout the proposal.

As a reminder, specific programming with Manchester Community College includes the development of a new Short-term Study Abroad for the CC system, an International Business Quiz Bowl, and a new faculty development program lead by recipients of research and curriculum development grants. Specific programming with Southern University of Baton Rouge includes participation in two International Business case competitions, one at the undergraduate and one at the graduate level; collaboration on the export accelerator project; and a project to develop a new accredited management for international manufacturing degree program.

In addition we will work with both institutions and their networks to expand our reach for some of our initiatives such as the Global Business Leadership Seminar Series, the domestic short-term study away on international manufacturing, the non-CIBER Research Grants, the Curriculum Development Grants, and the Global Business Trivia Game.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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## **Exhibit 1**

### **Advisory Council**

#### **1. Date of Establishment of Advisory Council**

The UConn CIBER Advisory Council was established on October 14, 1994 as we prepared to apply for the CIBER grant for 1995-1998. It has been continuously active since that date. The last planning meeting of the Council was held in March 2014.

#### **2. Membership of the Advisory Council**

Advisory Council members have been selected for their individual expertise in various aspects of international studies, for their institutional responsibilities, and for their experience in specific industries and professions. Their diverse backgrounds have promoted an interdisciplinary orientation in our activities and programs. The Advisory Council members serve a term of four years, which is renewable twice. Currently, our Advisory Council has 33 members:

##### *Chair:*

- **Subhash Jain**, Professor Emeritus, Marketing, University of Connecticut. Term expires Sept. 2018.

##### *Representatives of Administrative Departments*

- **Dipak Dey**, Associate Dean, College of Liberal Arts and Sciences, UConn. Term expires Sept 2018.
- **Dan Weiner**, Vice Provost for Global Affairs, UConn. Term expire Sept. 2018

##### *Faculty Representatives of the Business School:*

- **Mohamed Hussein**, Professor and Head, Accounting Department. Term expires Sept.2016.
- **Katherine Pancak**, Professor in Residence of Finance and Real Estate. Term expires Sept. 2018.
- **Robert Day**, Associate Professor of Operations and Information Management. Term expires Sept. 2018.

- **Timothy Folta**, Thomas John and Bette Wolff Chair in Strategic Entrepreneurship and Professor of Management. Term expires Sept. 2018
- **Joseph Pancras**, Associate Professor of Marketing. Term expires Sept. 2018.

*Faculty Representatives of International Studies and Languages:*

- **Manuela Wagner**, Associate Professor of Foreign Language Education. Term expires Sept. 2018
- **Shareen Hertel**, Associate Professor of Political Science and Human Rights. Term expires Sept. 2016
- **Cathy Schlund-Vials**, Associate Professor of Asian American Studies. Term expires Sept. 2018

*Faculty Representatives of Other Professional Schools:*

- **Michael Accorsi**, School of Engineering Professor and Associate Dean for Research & Graduate Education, UConn. Term expires Sept. 2016.
- **Yuhang Rong**, Associate Dean, Neag School of Education, UConn. Term expires Sept. 2018.

*Representatives of Local Businesses:*

*(a) Large Companies*

- **Mark Caplan**, Partner, KPMG LLP. Term expires Sept. 2016.
- **Gregory Boyko**, Independent Financial Services Professional at Nomura Partners Funds. Term expires Sept. 2017.
- **Helena O'Reilly**, Vice President, Santander Bank. Term expires Sept. 2018.
- **Timothy Kirchmann**, Senior Brand Manager, LEGO Systems, Inc. Term expires Sept. 2018

*(b) Small to Medium-size Companies*

- **Don Borod**, Attorney-At-Law, International Trade, McCarter and English. Term expires Sept. 2015.
- **Robert Werner**, Chairman, Timex India (ret) & President, Dua Consulting (ret). Term expires Sept 2016.

*Representatives of Professional Organizations:*

- **Elyse Burstein**, Chair, Connecticut District Export Council. Term expires Sept. 2016.

- **Megan Torrey**, Executive Director, World Affairs Council Connecticut. Term expires Sept. 2018.
- **Anne Evans**, Director, U.S. Department of Commerce office in Middletown, CT. Term expires Sept. 2016.

*Representatives of Other Business Schools:*

- **Sushil Vachani**, Professor of International Business, Boston University. Term expires Sept. 2016.
- **David Freeman**, Distinguished Professor of International Business, Central Connecticut State University. Term expires Sept. 2016.
- **Leia Bell**, Dean of Institutional Advancement, Manchester Community College. Term expires Sept. 2018.
- **Donald Andrews**, Dean of School of Business Southern University of Baton Rouge. Term expires Sept. 2018

*Representatives Appointed by the Governor:*

- **Laura Jaworski**, State of CT, Department of Economic and Community Development. Term expires Sept. 2018.

*Permanent Members*

- Executive Director, **John Elliot**
- Faculty Director, **Sulin Ba**
- Director, **Kelly J. Aceto**

Considering the potential and the diversity of the Center's proposed programs, the eclectic background of the Advisory Council's members is crucial to the successful achievement of its mission, particularly because the resources available from the Title VIB program can be considered only start-up funds. The Advisory Council will facilitate securing additional funds to design and implement CIBER programs. In the past, the Advisory Council played a major role in seeking the endowment for the GE Global Learning Center.

### **3. Description of Extensive Planning by the Advisory Council**

As mentioned above, the UConn CIBER Advisory Council was formally constituted on October 14, 1994. The first meeting of the Council took place on October 26 on the

UConn Storrs campus. At that meeting, the Council reviewed the draft proposal and made a number of suggestions to enhance it. Subsequently, a subcommittee of the Advisory Council met on November 3, 1994 at the UConn Hartford campus to review the final draft of the CIBER proposal. Ideas from the subcommittee were duly incorporated into the final proposal submitted to the U.S Department of Education.

We received the CIBER grant for the period 1995-1998 beginning October 1, 1995. The Advisory Council met on September 7, 1995 to recommend how the new Center should initiate its programs. The Council met in July, 1998 to discuss and review proposed programs for the 1999-2002 grant period, and in September 1998 to review the final proposal. Thereafter, the Advisory Council has met regularly in October and April/May. The Council met in May 2001 to review the 2002-2006 proposal, and in October 2001 to finalize the proposal. In October 2004, the Council met to review the work completed during 2003-2004 and to plan for 2004-2005 and in May 2005 to brainstorm ideas for the 2006-2010 funding. In the April 2009, meeting, we discussed the theme of our 2010-2014 proposal. We called a special meeting of the Advisory Council in August 2009 to review the 2010-2014 proposal draft. The Council met on October 16, 2009 to review the final proposal. For the current proposal the Council met on April 13, 2013 to consider different themes. Members of the Council met with the new Faculty Director and the Director during Spring of 2014 to finalize the theme. The final version of the proposal was approved by the Council in its meeting on March 28, 2014. Further, the Faculty Director and Director have been meeting with select members of the Advisory Council to seek their input on ad hoc issues.

The Advisory Council has played a crucial role in setting the direction of the UConn CIBER by providing a wide range of contacts to reach out to the external community and to

monitor the Center's programs. Above all, the Council has been involved in extensive planning which has been essential to run the Center with well-focused programs and resources.

The Advisory Council will continue to meet twice a year during 2014-2018 to help us implement our activities. In addition, the council will meet within a month after the receipt of the 2014-2018 award to set plans for the implementation of the upcoming programs. As in the past, the Advisory Council will continue to play a major role to monitor and review progress and to offer advice on future programs.

For this cycle, the Advisory Council will take on the additional role of evaluating each program individually. At least two members of the Advisory Council will attend each event and submit a written report within one week (For more information, see the evaluation section.) All current members have agreed to attend at least 2 events each year in this capacity. In addition, the Director of the UConn CIBER will be in regular touch with the individual members of the Advisory Council to keep them informed of the Center's programs and seek their advice on specific matters.

## **Exhibit 2**

### **Letters of Support<sup>i</sup>**

- 1) Governor Dannel Malloy, Governor of Connecticut
- 2) The CT Congressional Delegation
- 3) President Susan Herbst, President of the University of Connecticut
- 4) Leia Bell, Dean of Institutional Advancement at Manchester Community College
- 5) Laura Jaworski, International Business Development Manager, State of Connecticut

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<sup>i</sup> We have adhered to the suggested limit of five letters of support. Many others with whom we work expressed willingness to write letters including:

- CT Business and Industry Association, Peter Gioia,
- Dean of the College of Business at Southern University Baton Rouge, Donald Andrews
- U.S. Department of Commerce CT Export Assistance Center, Anne Evans
- KPMG, Mark Caplan
- World Affairs Forum, Stamford, CT, Kay Maxwell
- Greater New England Minority Supplies Development Council, Fred McKinney
- Connecticut Association of Public School Superintendents (CAPSS), Christine Brow
- Executive Director of the World Affairs Council, Megan Torrey
- General Manager, Major Markets System and Technology Group, IBM, Robert Hoey
- University of Connecticut, Engineering Department Professor and Associate Dean, Mike Accorsi
- Addis Ababa University President, Dr. Admasu Tsegaye





**Dannel P. Malloy**

GOVERNOR  
STATE OF CONNECTICUT

June 24, 2014

Mr. Tim Duvall  
Program Officer  
International and Foreign Language Education  
U.S. Department of Education  
1990 K Street, NW, 6th floor  
Washington, DC 20006-8521

Re: Centers for International Business Education Program (CFDA No. 84.220A)

Dear Mr. Duvall:

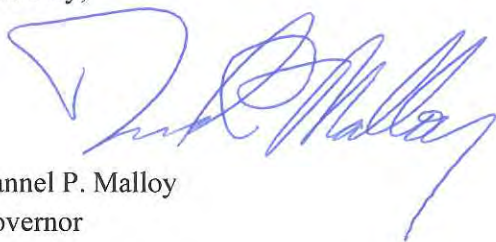
I write to support the University of Connecticut's Center for International Business Education and Research (UConn CIBER)'s grant application for continued funding to the U.S. Department of Education's Centers for International Business Education Program.

Since its creation, UConn CIBER has been a valuable asset to Connecticut, the Northeast, and the nation. Over the past four years, UConn CIBER has worked with many of our state's local universities to create educational opportunities for students that will give them the skills they need to work in the international marketplace, brought together international scholars to share their research and present their work, and brought U.S. faculty to Australia to learn about leadership in the field of business sustainability.

Over the next four years, UConn CIBER is proposing programs that are in line both with President Obama's national priorities and my priorities for Connecticut. They will create student programs and develop curriculum that focus on manufacturing, which is essential to U.S. competitiveness. The proposed programs will work with small manufacturing companies to help identify markets and export their products. They will expand their already impressive outreach efforts to include our community college system. UConn CIBER will also work to bring together state business organizations to better coordinate the state's internationalization efforts. Combining the efforts of these organizations will make a real impact on Connecticut's economy by helping companies to become international and create jobs in the state.

The expertise developed by UConn CIBER has been invaluable as we look to create new opportunities for international business. Thank you for your consideration of the University of Connecticut's application and your continued support of the UConn CIBER program.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Malloy", with a stylized flourish at the end.

Dannel P. Malloy  
Governor

Cc: Connecticut Congressional Delegation

**Congress of the United States**  
**Washington, DC 20515**

June 19, 2014

U.S. Department of Education  
Honorable Arne Duncan, Secretary  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

We write in strong support of the application submitted by UConn Center for International Business Education and Research (CIBER) for federal funding through the U.S. Department of Education.

Through its current application, CIBER is seeking funding for Fiscal Years 2014-2018. Specifically, CIBER aims to develop and implement educational, research, and outreach programs to enhance the capability of domestic manufacturing entities. At a time when companies are reexamining their production capacities due to advances in technology, the availability of energy and changes in global policy, UConn's innovative proposal will guide businesses in developing sound practices suitable for increasingly competitive international markets.

Just one of 33 centers nationwide, CIBER has played a significant role in expanding the Northeast region's economy and educating future entrepreneurs to compete globally. In addition to providing comprehensive education programs for both students and the business community, CIBER has awarded research grants and fellowships to faculty and doctoral candidates to explore global business topics, write dissertations, or develop insights into different cultures and values.

Since 1995, CIBER's significant outreach efforts have created a strong network of partnerships with other educational institutions through faculty roundtables and development programs. True to the concept of a national resource center, CIBER will serve as a catalyst for collaboration between universities, government agencies, and businesses. This coordination will add great value to the entrepreneurial activities in our State and across the nation.

The University of Connecticut's Center for International Business Education and Research is a crucial resource for preparing students and businesses for the global marketplace. We fully endorse the application for funding and urge your thoughtful consideration of this request.

Sincerely,



RICHARD BLUMENTHAL  
United States Senate



CHRISTOPHER S. MURPHY  
United States Senate

*Rosa L. DeLauro*

ROSA L. DELAURO  
Member of Congress

*Joe Courtney*

JOE COURTNEY  
Member of Congress

*Elizabeth H. Esty*

ELIZABETH H. ESTY  
Member of Congress

*John B. Larson*

JOHN B. LARSON  
Member of Congress

*Jim Himes*

JIM HIMES  
Member of Congress



June 2, 2014

Tim Duvall  
Program Officer  
International and Foreign Language Education  
U.S. Department of Education  
1990 K Street, NW, 6th floor  
Washington, DC 20006-8521

Dear Mr. Duvall:

I'm writing to convey my highest support for the University of Connecticut's School of Business application for continued funding of its Center for International Business Education & Research (CIBER) for the period of 2014-2018. As I know you are aware, UConn's CIBER has a long history of success as a national resource for the development of programs in international business.

UConn's application for continued funding centers on a theme of Manufacturing Renaissance, which cannot be timelier or more appropriate. This theme builds upon the UConn CIBER's expertise gained through their last three themes: technology, BRICs, and innovation. In addition, it is in line with many of UConn's strengths such as the joint degree program between our School of Business and School of Engineering, Management for Manufacturing and Engineering (MEM), and our Pratt & Whitney Additive Manufacturing Center, the Manufacturing Technical Assistance Program, and the location of the CT Small Business Development Center in the School of Business. As such, we are confident that the UConn CIBER will continue to be a cutting-edge resource for organizations throughout Connecticut and New England. Let me also emphasize UConn's continued commitment to the development of our undergraduate and graduate programs to prepare the future business leaders of tomorrow.

We are grateful for the past support this program has provided and look forward to continuing the fine work of the UConn CIBER. Thank you for your consideration of our proposal.

Sincerely,



Susan Herbst



MANCHESTER  
COMMUNITY  
COLLEGE

June 19, 2014

Tim Duvall  
Program Officer  
International and Foreign Language Education  
U.S. Department of Education  
1990 K Street, NW, 6th floor  
Washington, DC 20006-8521

Dear Mr. Duvall:

I am writing this letter in support of the UConn CIBER grant application. In the recent months Manchester Community College (MCC) and UConn CIBER have worked together to develop a slate of programming that will enhance the relationship between our institutions and strengthen our business and manufacturing programs by adding international dimensions. With a focus on manufacturing for the upcoming UConn CIBER grant cycle, we see many synergies between MCC and UConn CIBER.

MCC is very excited about the opportunities for international development for faculty at our college. Through UConn CIBER programs such as FDIBs, we can continue to develop the international business skills of the faculty at MCC and similar community colleges in the region. The curriculum development support, especially the development of a short-term study abroad opportunity, will be greatly beneficial to our faculty and students. In addition, MCC will be able to provide CIBER with space in our downtown Manchester business incubator to coordinate and work with Connecticut manufacturers. This space will provide students and faculty a place to work with and learn from local manufacturers, and will provide these manufacturers with access to world class research on manufacturing and exporting from UConn.

We strongly believe that the collaboration between UConn CIBER and MCC will be beneficial to the entire higher education system in Connecticut and beyond. Additionally, we believe that the relationships that we can facilitate between UConn and local manufacturers will help provide both parties with new and best practices of manufacturing and exporting. This collaboration will not be possible without support for the UConn CIBER grant from the US Department of Education.

Sincerely,

Leia Bell  
Dean of Institutional Advancement



Catherine H. Smith  
Commissioner

Department of Economic and  
Community Development

Connecticut  
*still revolutionary*

Mr. Tim Duvall  
Program Officer  
International and Foreign Language Education  
U.S. Department of Education  
1990 K Street, NW, 6th floor  
Washington, DC 20006-8521

Dear Mr. Duvall:

This letter requests your continued support of a CIBER grant from the U.S. Department of Education to the University of Connecticut (UConn), School of Business. The Connecticut Department of Economic and Community Development (DECD) is a state government agency responsible for strengthening Connecticut's position in the knowledge-based global economy. We are excited to partner with UConn CIBER during the 2014-2018 grant cycle on initiatives to strengthen the international business environment of the State of Connecticut.

One of these initiatives is to help coordinate programming and facilitate communication between many of the Connecticut government and non-government organizations that support international business and manufacturing in Connecticut. We believe this initiative will be of great value to all who participate.

In addition to participating in these quarterly meetings, the DECD is excited to work with UConn CIBER on the strategic policies initiative. Teams of faculty-led students will work with our agency staff to conduct research and provide information to be listed on our website. This program will be an example of the symbiosis possible between government and education.

We are also pleased to provide an official government representative for the UConn CIBER Advisory Council.

The collaborations between the DECD and UConn CIBER will be of great benefit to the Connecticut economy, especially in the areas of small business and manufacturing. The UConn School of Business and UConn CIBER offers the DECD and the Connecticut economy many invaluable resources and we look forward to a partnership in which our resources are also available to UConn CIBER. In closing, we reiterate our strong support for this application, and appreciate your consideration of UConn's application.

Sincerely,

Laura Jaworski  
Office of International & Domestic Business Development

**Exhibit 3**  
External Evaluation of the  
University of Connecticut's CIBER  
**June 2014**



**David Freeman**  
**16 Hoffmann Road**  
**Canton, Ct. 06019**

June 15, 2014

Dear Dr. Ba & Director Aceto,

**Uconn CIBER Grant 2010-2014: Summary for External Evaluator**

I am pleased to enclose a copy of the Evaluation of the Program covering the years 2010-2014.

The report covers the 6 mandates required under the CIBER grant. The detail of the accomplishments under the 6 mandates speaks volumes for the quality of the program which has been conducted over the past 4 years. This was accomplished despite the dramatic funding cuts which took place in Year 2. The mandates were well prioritized under this financial constraint, and those found to be highest priority were vigorously implemented. For this the management process should be commended.

All of the events that I have personally been involved in have been of the highest quality, and I have heard great endorsements of those that I have not been directly involved in. CIBER has been in good hands for the past several years, and the transition to a new Faculty Director has been seamless.

I have spent my whole career in International Business, and I have nothing but the highest praise for what you are doing to prepare students for a life in International Business.

Sincerely,

A handwritten signature in black ink, appearing to be 'David Freeman', with a long, sweeping horizontal stroke extending to the right.

David Freeman,

Former CEO & Chairman, Loctite Corporation

Currently - Distinguished Professor of International Business CCSU

# **External Evaluation**

## **Overview of the 2010 – 2014 UConn CIBER Grant**

UConn was granted the CIBER Grant from the U.S. Department of Education for October 1, 2010 through September 30, 2014. The programs that took place in each year of the grant fell into one of the six required mandates:

- Mandate 1: Student Programs;
- Mandate 2: Programs for Other Academic Units;
- Mandate 3: Programs for the Business Community;
- Mandate 4: Faculty Development Programs;
- Mandate 5: Curriculum Development Programs;
- Mandate 6: Research Programs.

In the descriptions of the programs in this summary, years 1, 2, 3 and 4 refers to:

- Year 1: October 1, 2010 through September 30, 2011.
- Year 2: October 1, 2011 through September 30, 2012.
- Year 3: October 1, 2012 through September 30, 2013.
- Year 4 (current year): October 1, 2013 through September 30, 2014.

After year 1 of the grant, the U.S. Department of Education was forced to cut the CIBER grant funding by 55%. This budget cut lasted throughout the remaining three years of the grant, which resulted in the elimination of many scheduled programs due to lack of funding. Despite the significant budget cut, only 23% of the planned programs were eliminated through careful budget allocations and expense reductions by the UConn CIBER directors. Large initiatives such as the CIBER Case Competition for undergraduates (Mandate Activity 1G), Programs on Current Topics that Impact U.S. Competitiveness (Mandate Activity 3D), FDIB Green Business: Australia (Mandate Activity 4C), and the annual Faculty Grant Competition for Academic / Applied Research on Innovation for Global Competitiveness (Mandate Activity 6B), still were completely satisfied even with the reduced budget.

Overall, the programs held by UConn for the 2010 through 2014 CIBER Grant were extremely successful and reached an estimate of over 10,000 students, faculty, business leaders, and other members of the business and academic communities.

## **Exhibit 4**

### **Academic Partners**

#### **Manchester Community College**

Our partnership with Manchester Community College is strategic not only in that it provides a wealth of knowledge and access to the community college population, but also because of their strengths in the area of manufacturing.

#### **MCC's Manufacturing Programs**

MCC's manufacturing programs are geared toward preparing students for a productive, successful career in this growing and important sector. Connecticut has long been a hub of precision manufacturing, and a skilled work force is needed by the thousands of companies that reside in the state. To address this need, MCC offers a variety of programs to help prepare students for a successful career in this vital sector. Non-credit certificate programs provide the preparation students need for entry-level positions; credit certificate programs prepare them for further advancement in their careers, and associate degree programs offer students a pathway to a bachelor's degree and beyond. No matter what program is chosen, students leave MCC with the leading-edge skills needed by today's manufacturers.

In the manufacturing programs at Manchester Community College, students learn principles and also how to apply them in hands-on practice. Both traditional and state-of-the-art methods are taught, and students have access to computerized classrooms with the most current manufacturing software, as well as a well-equipped machine lab. MCC's manufacturing program boasts a low student-to-teacher ratio, allowing the instructional team to carefully monitor the progress of each student.

The college is dedicated to providing students with comprehensive preparation so they can hit the ground running once they're hired. By partnering with local manufacturers and other industry leaders, MCC can assure students that its programs are relevant and that they are filling today's manufacturing needs.

### **MCC Statistics:**

- MCC has 473 teaching faculty. They have earned degrees from over 100 institutions, including MCC, from which 39 full-time faculty and staff are graduates.
- MCC is an Aspen Prize Top 150 U.S. Community College.
- The average age of an MCC student is 25.
- 52 percent are women and 47 percent are full-time.
- MCC serves "returning" students – with associate, bachelor's, master's and doctoral degrees – with workforce training and skills enhancement, special advanced certifications, or retraining in a new field.
- Approximately one-third of MCC credit students are from underrepresented racial and ethnic groups.
- 100 of Connecticut's 169 towns are represented in MCC's student body.
- MCC currently has students from more than 20 countries and, over the past 15 years.
- MCC's international students have represented more than 70 countries.
- MCC serves more than 16,000 students a year.

### **Southern University of Baton Rouge**

#### **College of Business**

Since its inception in 1937, the College of Business has evolved into one of the largest senior colleges on the SUBR campus, graduating approximately 150 students a year. **The College of Business is accredited by AACSB-International, the Association to Advance Collegiate School of Business** and maintains high standards of teaching, research and services. More than 70 percent of the faculty members have terminal degrees; faculty members regularly publish in national journals and present papers at conferences.

The College is committed to providing outreach activities for pre-college students to develop an awareness of the benefits of higher education and business careers. In a rapidly changing world environment, success does not come by chance. Our courses of study deliver the skills needed by emerging business leaders.

Undergraduate degree offerings in the College of Business are **Bachelor of Science in Accounting, Bachelor of Science in Finance, Bachelor of Science in Management** and **Bachelor of Science in Marketing**. The College of Business also offers an Master of Business Administration (MBA) degree with electives in Supply Chain Management, Human Resources Management, Entrepreneurship, and International Business and Finance.

### College of Engineering

The College of Engineering provides students with technological skills and opportunities that stimulate professional, educational, and personal growth. The college provides this growth through a diverse faculty and staff that is committed to teaching, research, and service. Students are encouraged to participate in laboratory research and cooperative education programs that enhance career confidence. They also are encouraged to participate in ongoing research with faculty members that contribute to engineering innovations. The college maintains an atmosphere that enhances the student's ability to achieve the optimum learning experience.

The college offers 12 undergraduate programs in civil engineering, electrical engineering, mechanical engineering, biomedical engineering, chemical engineering, computer engineering, computer science, computer science & engineering, engineering physics, environmental engineering, management & engineering for manufacturing, and materials science & engineering leading to a Bachelor of Science degree.

The College also offers the Master of Engineering Program with three specialty areas:

- 1) **Materials Science and Engineering;** 2) **Sustainable Systems Engineering,** and
- 3) **Engineering Management.** The College offers the **Accelerated Bachelor in Engineering to Master of Engineering Program** where qualified students are allowed to take graduate level coursework in their senior year. This generally provides students with the opportunity to earn their master's degree in one year after completion of their bachelor's.

### NextGenC3

Southern University has been awarded a \$5 million grant from the National Science Foundation to establish the "Next Generation Composites Crest Center," called NextGenC3, on the university's campus.

The center will focus on the development of cutting edge research on composite materials and educational activities that will provide traditionally underrepresented minority students in the science, technology, engineering and mathematics disciplines with research experiences at a readily accessible advanced research facility.

### Addis Ababa University - Ethiopia

Established in 1950, Addis Ababa University is the oldest and largest higher education institution in Ethiopia. The University has made a remarkable contribution to the country through provision of trained manpower, research and community services. The service it has rendered in the training of high level skilled manpower and professionals in various key areas of development is unprecedented, and yet shines everyday as it stood the only University for decades. Its role and impact in the country's progress in various spheres of development is far-

reaching. It currently runs 65 undergraduate and 220 graduate programs (of which 69 are PhD) in 14 campuses. It recently has acquired land and estate and opened a new campus in the Oromia Regional State, North Shoa Zone, Fitcha town.

It has a population of about 50,000 students pursuing their studies in regular and extension programs, and 2,000 academic and over 5,000 support staff.

Since its establishment, the University has undergone a series of structural changes aimed at improving its institutional and operational quality so as to enable it to live up to its name and standard. However, much has not been achieved in that direction. Consequently, problems have grown more and more complicated and deep-rooted through the years with little success in overcoming them. Even so, efforts to improve conditions have not stopped. It now is a new wave of change seeking lasting effectiveness in its overall systems, since it went functional in 1950 with only one department, Biology, and 70 students.

### **University of Queensland (UQ) – Australia**

The University of Queensland is in the top 100 universities worldwide, measured through a number of major independent university rankings: the Academic Ranking of World Universities, Times Higher Education World University Rankings, QS World University Rankings and, Performance Ranking of Scientific Papers for World Universities. UQ is also the largest university in Queensland.

The University's global research positioning was highlighted by the election of five UQ scientists to the Australian Academy of Science (AAS) in 2013 – one quarter of the 20 new Fellows and the most from any institution in the country.

The five new Fellows joined an existing group of 19 UQ scientists admitted to the AAS as Fellows since 1988, bringing the total number of UQ academics who are members of one of Australia's four prestigious learned academies to 95.

The University's outstanding 200,000-plus alumni include a Nobel laureate, the CEO of a Fortune 500 company, an Academy Award winner, and leaders in government, law, science, public service and the arts. The University celebrates its alumni as its greatest assets. Their achievements make the University great – and, in return, the University will work hard to strengthen its reputation.

UQ is one of only three Australian members of the global Universitas 21, a founding member of the Group of Eight (Go8) universities, and a member of Universities Australia. UQ has a strong focus on teaching excellence, winning more Australian Teaching and Learning Council Awards for Teaching Excellence than any other in the country and attracting the majority of Queensland's highest academic achievers, as well as top interstate and overseas students.

In 2012, the University had more than 46,000 students including 11,000 international students from 134 nations. It has one of Australia's largest PhD enrolments, with more than 12,600 postgraduate students, and celebrated its 10,000th PhD graduation last year.



## **Management Development Institute (MDI) - India**

MDI is a front runner B-School of India. The PG Programs in Management offered by MDI are recognized and accredited by the All India Council for Technical Education (AICTE) New Delhi. Its PGPM has been awarded “A” Grade by the 'National Board of Accreditation' of All India Council for Technical Education. Various surveys have consistently ranked MDI amongst the top five B-Schools of the country. MDI has the distinction of being the first internationally accredited Indian B-School. It was accredited by South Asian Quality Standards (SAQS) in 2005 and by Association of MBAs (AMBA) in 2006.

The Board Members of MDI include eminent personalities from both industry as well as academia. The board meets every quarter. MDI follows an organizational chart that has four layers. MDI is headed by its Director, followed by 5 Deans – Dean (Graduate Programs), Dean (Executive Graduate Programs), Dean (Research), Dean (Continuing Education and Consultancy) and Dean (Placement & Corporate Affairs). This is followed by Chairpersons of institutional activities, management areas and academic areas. General administration is headed by the Registrar and Secretary. All academic activities are faculty driven. The faculty decides on the curriculum content, delivery, duration and management of each program.

- **MDI is first Indian B-School accredited by AMBA:** International accreditation by the coveted Association of MBAs (AMBA) London was awarded to MDI in 2006. The milestone established the international quality standards of the Institute.
- **MDI is among the selected few B-School accredited by SAQS:** MDI has the distinction of being few B-schools accredited by South Asian Quality Standards (SAQS) in 2005

- **About 70 nationally and internationally acclaimed full-time faculty:** MDI has one of the largest communities of full-time faculty that bring the right mix of research and industry experience to education and consultancy offered by the Institute, is an unequivocal asset of MDI. Various industry leaders and practitioners who participate in various roles and capacities further enrich the offerings at MDI.
- **Largest School For Continuing Education in Management:** MDI is the largest training institute in the country with more than 68,000+ manager beneficiaries,. MDI takes pride in the growing number of strategic level programs it conducts. These are uniquely designed to bring a global perspective through international interactions.
- **Ranked consistently among the top B-Schools of India:** In the various B-School surveys, the PGPM program of MDI figures in the top 5 league. MDI is a front runner B-School of India. The PG Programs in Management offered by MDI are recognized and accredited by the All India Council for Technical Education (AICTE) New Delhi. Its PGPM has been awarded “A” Grade by the 'National Board of Accreditation' of All India Council for Technical Education. Various surveys have consistently ranked MDI amongst the top five B-Schools of the country.

## **Exhibit 5**

### **Management and Engineering for Manufacturing (MEM Program)**

#### **School of Business and School of Engineering:**

The School of Engineering and the School of Business at the University of Connecticut educate undergraduates who are highly valued in their respective fields. Both schools, however, have recognized that students who plan to pursue careers in manufacturing can benefit from a perspective that integrates subjects that have traditionally been available only in business programs or in engineering programs. Given the level of competition in many manufacturing sectors, it is essential that firms employ people who are educationally well-suited for the challenges to be faced. The program, jointly offered by the School of Business and the School of Engineering, is one of only 20 programs in the U.S. accredited in Manufacturing and Engineering.

#### **The MEM Program Statistics:**

- 67 students total enrolled in Fall 2013: 17 Freshman; 14 Sophomores; 8 Juniors; 11 Seniors; 17 Graduates
- Diane Van Scoter, Co-Director; Robert Day, Co-Director
- 8 new faculty hired in Engineering relative to Material Science

#### **The MEM Program educational objectives are that 3-5 years after graduation, our alumni will:**

- Practice their profession with solid engineering and business knowledge and skills, with a total enterprise vision of world-class manufacturing and service organizations. They will have developed a record of solving business problems and contributing substantively to the evolving practice of engineering from this perspective.
- Compete successfully using lean manufacturing and quality management principles in the design and manufacture of products, or the development of service processes. They will have demonstrated progress towards leadership roles in this area, through promotion or growing project management responsibilities.
- Apply high professional standards, with up-to-date knowledge and personal skills, and a strong commitment to life-long learning. They will have demonstrated this commitment through participation in professional societies, by making progress towards professional certifications, or through the pursuit of advanced degrees.

#### **The MEM Student Outcomes require that our graduates will demonstrate:**

- a. An ability to apply knowledge of mathematics, science, management, and engineering;
- b. An ability to design and conduct experiments, as well as to analyze and interpret data;
- c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, managerial, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- d. An ability to function on multidisciplinary teams;
- e. An ability to identify, formulate, and solve engineering and management problems;
- f. An understanding of professional and ethical responsibility;
- g. An ability to communicate effectively;
- h. The broad education necessary to understand the impact of engineering and management solutions in a global, economic, environmental, and societal context;
- i. A recognition of the need for, and an ability to engage in life-long learning;
- j. A knowledge of contemporary issues;
- k. An ability to use the techniques, skills, and modern engineering and management tools necessary for engineering practice.

#### **Industry Advisory Board**

- **Lance Boynton**, Global Director of Operations, Quality, and Regulatory Affairs, Dymax Corporation
- **Stephan Bundschu**, Vice President, Engineering & Manufacturing, TRUMPF Inc.
- **Christopher Eber**, Maintenance / Engineering Senior Resource, Frito-Lay Manufacturing Plant, Killingly, CT
- **Gene Frohman**, Vice President of Engineering, Governors America Corporation
- **Arianna Kalian**, Vice President, Engineering and Operations, UTC Power
- **Agnes Klucha**, Technology Manager, UTC Aerospace Systems
- **Mark Lech**, Manufacturing Quality Manager, GE Consumer & Industrial, Plainville, CT
- **Thomas Maloney**, Director - Technology, Research and Applications Initiative, Connecticut Center for Advanced Technology, Inc.
- **James Taylor**, Director of Optical Components Manufacturing at Zygo Corporation
- **David Zack**, Director, Chief Engineer, Defense Systems and Services, Sikorsky Aircraft Corporation

#### **Industry Feedback:**

- *"We have employed UConn MEM interns at Sikorsky for three years and are consistently pleased with the quality of these students - they are bright, curious, energetic, and extremely capable. Many have solved difficult problems for us ranging from health and safety issues to process design and layout. Their solutions are practical, doable, and*

*within budget. It is a real treat to work with these young engineers who think creatively and are able to work effectively within the real world of manufacturing."*

- *"We have tremendous results with students from UConn's MEM program. I have found them all to be bright, innovative and extremely proficient in both disciplines. Engineers that can manage cost, what a concept!"*
- *"MEM students are a tremendous asset to manufacturers across the state. The students' focus on lean processes, production and process engineering, manufacturing systems, and information technology in manufacturing help Connecticut's manufacturers gain a competitive edge in tough economic times."*

## **Exhibit 6**

### **Government and Industry Partners**

#### **Connecticut Small Business Development Center**

The Connecticut Small Business Development Center (CTSBDC) provides no-cost advising services to both prospective and existing business owners to help them start or expand their business.

CTSBDC is funded in part through a cooperative agreement with the U.S. Small Business Administration, the Connecticut Department of Economic and Community Development and the University of Connecticut. The SBDC program remains one of the nation's largest small business assistance programs in the federal government with a proven track record of providing almost 35 years of service to small businesses.

The CTSBDC makes it easy for small business owners to learn what they need to know about doing business in Connecticut. The CTSBDC's knowledgeable team helps business owners to clarify their needs and explain requirements for their business type. The CTSBDC works closely with state, regional and local organizations to help business owners get the answers they need to succeed.

#### **Connecticut Department of Economic and Community Development**

The Department of Economic and Community Development (DECD) is the state's lead agency responsible for strengthening Connecticut's competitive position in the rapidly-changing, knowledge-based global economy. The agency takes a comprehensive approach to economic development that incorporates community development, transportation, education and arts and culture.

The DECD devises and implements strategies that help businesses grow and succeed, revitalize communities and neighborhoods, and promote tourist attractions, the arts, and historic preservation. Specifically, the department:

- Supports existing businesses and attracts new businesses and jobs with a wide range of programs and services to help companies prosper;
- Promotes Connecticut industries and businesses here at home, throughout the country, and across the globe;
- Strengthens Connecticut's communities by providing funding and technical support for local community and economic development projects;
- Works to make tourism a leading economic contributor and a source of pride for Connecticut;
- Develops and strengthens the arts in Connecticut and making artistic experiences widely available to residents and visitors; and

- Helps to eliminate brownfield properties by promoting smart growth principles, strengthening public-private partnerships, and providing a one-stop resource for expertise.

### **Connecticut District Export Council**

District Export Councils (DEC) encourage and support exports of goods and services that strengthen individual companies, stimulate U.S. economic growth and create jobs. Export expansion activities are accomplished by working with the U.S. Export Assistance Centers to provide opportunities to promote greater export activity at the local level while developing a trade assistance network.

The mission of the DEC is supported through activities such as:

- Counseling and mentoring of local businesses in exporting;
- Identifying export financing sources for businesses;
- Creating greater export awareness in the business community locally;
- Identifying issues affecting export trade and implementation of suggestions for improvement;
- Advocating trade policy and legislation supporting exporters and the U.S. export sector;
- Supporting programs and services of the U.S. Export Assistance Centers;
- Building local export assistance partnerships with other trade-related organizations;
- Providing export training and education through Export University® programs

District Export Councils support their mission using funds that are generated through DEC fundraising and other activities, without any governmental appropriations. While DEC members may create and maintain income through fund-raising and various other activities, they may not distribute their retained earnings to any person. Neither DEC members nor DEC members may represent the U.S. Government in their capacity as DEC members. DEC members are prohibited from being registered lobbyists and neither the DEC members nor DEC members engage in any activity which requires lobbying registration.

### **Connecticut Business and Industry Association**

The Connecticut Business and Industry Association (CBIA) is the largest, most representative business organization in the state. The members include businesses of all sizes from nearly all industries in Connecticut. CBIA is the leading voice at the State Capitol and before regulatory agencies for policies that promote economic growth, a fiscally responsible state government, and a dynamic business climate.

CBIA believes that a healthy economy depends on a strong business climate, on whether employers, employees, and their families feel confident that Connecticut is a place where they can succeed and grow. Only a healthy economy can provide the wealth of benefits that Connecticut families and communities need, from good jobs and wages to the opportunity for a better quality of life. And only a healthy economy can generate the tax revenue that enables state and local government to provide good schools for Connecticut's children and critical social services for the neediest citizens.



## **Exhibit 7**

### **List of Acronyms**

AIB –Academy of International Business (AIB – Northeast is the northeast chapter)

CBIA – Connecticut Business and Industry Association

CC – Community College

CGBP – Certified Global Business Professional

CPTV – Connecticut Public Television

DEC – District Export Council (CT DEC is the Connecticut DEC)

DECD – Department of Economic and Community Development (CT DECD is the Connecticut DECD)

DOC – Department of Commerce

FDIB – Faculty Development Programs in International Business

FRM – Financial Risk Management

GNEMSDC – Greater New England Minority Supplier Development Council

MDI – Management Development Institute (India)

MEM – Management for Engineering and Manufacturing

MCC – Manchester Community College

MSFRM – Masters in Financial Risk Management

MSI – Minority Serving Institutions

NASBITE – North American Association of Small Business International Trade Executives

SBDC – Small Business Development Center (CT SBDC is the Connecticut SBDC)

SME – Small and Medium Sized Enterprises

STSA – Short-term Study Abroad

SUBR – Southern University of Baton Rouge

UQ – University of Queensland

WAC – World Affairs Council

WAF – World Affairs Forum

## **Exhibit 8**

### **Strengths that Enable UConn CIBER to Focus on Manufacturing**

- **Pratt & Whitney Additive Manufacturing Innovation Center at UConn**
  - One of the most advanced additive manufacturing laboratories in the nation.
  - The Pratt & Whitney Additive Manufacturing Innovation Center features the latest in 3-D manufacturing equipment and rapid prototyping technologies. It is home to two Arcam electron beam melting (EBM) A2X model machines for the manufacturing of large, complex metal parts at high temperatures
- **Manufacturing Technical Assistance Program (MTA Program)**
  - UConn and the Connecticut Center for Advanced Technology (CCAT), jointly administer the MTA Program.
  - CCAT assists companies with the application of advanced technologies for existing process improvement and manufacturing process development. It applies the resources of its Advanced Manufacturing Center to selected projects and provides companies with on-site support for technology transition when applicable. Specific project areas include:
    - Machining process improvements
    - Optimized tool paths for simultaneous 5-axis machining
    - Inspection process improvements
    - Reverse engineering a solid model
    - Laser applications (additive manufacturing, hole drilling, coating removal, laser machining and welding)
  - UConn assists companies using university resources. UConn faculty or faculty/student teams provide services, as well as access to unique facilities and equipment used under the guidance of university employees. Ideal projects involve R&D, proof of concept/prototype development or product/solution testing that supports new and existing process improvement and new product development. Selected examples include:
    - Material solutions including additive manufacturing, bio materials and chemistry
    - Student and faculty prototype development and testing
    - R&D to convert existing technology for use in a new product or market
    - Manufacturing scale-up for early stage companies
    - Projects that support manufacturing of medical devices, pharmaceuticals and other life science needs
- **School of Engineering – Manufacturing Systems Laboratory**
  - The mission of the laboratory is to advance the information technology and mathematical optimization techniques of strategic importance to the society,

including Intelligent Manufacturing Systems-planning, scheduling, and coordination of design, manufacturing, and service activities; Smart and Green Buildings and Eco Communities-optimized energy management, HVAC fault detection and diagnosis, emergency crowd guidance, and eco communities; Smart Power Systems-smart grid, design of auction methods for electricity markets, robust renewable (wind and solar) integration to the grid, electricity load and price forecasting with demand management, and micro grid; and mathematical optimization of large-scale mixed-integer problems, and decision-making under uncertain, distributed, or antagonistic environments. For the past 30 years, the research in the laboratory was continually supported by NSF and industry (Southern California Edison, ISO-New England, MISO, Alstom, Northeast Utilities, Inotera Memories, UTRC, GE, Toshiba, etc.). Results from research has led to the publication of 100+ journal papers, 260+ conference papers, and 24 Ph.D. students graduated

- **Advanced Materials and Manufacturing (AMAM)**

- During 2013, the University Academic Vision Committee worked with colleagues throughout UConn to prioritize interdisciplinary opportunities. Advanced Materials and Manufacturing is an exciting and bold interdisciplinary research area that emerged as one of our highest-ranked areas of strategic investment.

AMAM is entering an age when materials are designed at the atomic and molecular level, in contrast to the historic approach of cutting and forming from bulk starting blocks. UConn will aggressively pursue three important areas: design of materials that influence/interact with cells, drugs, radiation, and electricity; programs that encompass discovery of industrial/clinical applications; and exploitation of novel capabilities of additive manufacturing. Six specific academic areas have been identified and their enhancement will make significant contributions to globally important challenges in energy, aerospace, repair/regeneration of tissues, targeted drug delivery, molecular detection/sensing, and conformable electronics and force generation. The primary objectives of these enhancements will be to elevate the stature of the six identified areas from “excellent” to “preeminent”; attract top-level faculty and students; further develop the synergy that exists across departments and campuses; stimulate outstanding STEM education and training grants to parallel the research effort; create opportunities for large-program projects; and further develop expertise to enhance the state’s competitive advantage in research, development, and manufacturing.

## Exhibit 9 Co-Sponsored Programs

### Programs that UConn CIBER Plans to Co-Sponsor with Other CIBERs during 2014-2018

One of the strengths of the CIBER Grant is the network of grantees. The CIBER network has been hailed as an example for others to follow because of our collaboration and cooperation. Therefore, we will continue to work with other CIBERs to pool resources to fund events of national significance, especially those targeting non-CIBER participants.

1. **Annual National Business Language Conference:** All CIBERs co-sponsor the annual CIBER Business Language Conference, which rotates to different CIBER schools during the grant cycle. Through a variety of workshops, paper presentations and panel discussions, the three-day conference addresses issues relevant to business language teaching and international business and is carried on under the CIBER outreach mandate. **The UConn CIBER hosted this national conference in 2004.**
2. **Joint CIBER Efforts to Internationalize Doctoral Students in Business Schools Nationwide:** Most doctoral business students do not receive sufficient academic training in international business (IB) before beginning careers as college business professors. This perpetuates the current problem in many business schools of professors who are insufficiently knowledgeable about IB or even aware of its significance to their disciplines and the needs of their students. In recognition of this problem, and acting as a national resource in the advancement of international education, the UConn CIBER is a partner in the “Internationalization of Doctoral Education in Business” (IDEB) joint CIBER national initiative. This CIBER alliance offers an annual workshop for doctoral students designed to raise their level of interest and knowledge in the international dimensions of business education and research. **The UConn CIBER hosted this conference in July 2006 and in June 2013.**
3. **CIBER Case Challenge:** This program is hosted by UConn. The CIBER Case Challenge brings teams of four students from around the world to compete in analyzing and presenting an international business case for judges. It is an excellent opportunity for students to gain exposure to international business issues and link with other students from around the globe. The CIBER Challenge case may address multiple geographical regions and multiple functional areas. Each team is comprised of four students that are currently enrolled in the business school working on their first university degree (undergraduate). Each represents a different specific functional area in one of the following four categories: Finance, Marketing, Logistics/Operations, and International Business. Students from different universities will be mixed and formed into an entirely new team for the competition. Each 4-student team will have at least one student from an international business school and three students from different U.S. schools.  
Students will be connected prior to the competition through web groups arranged by the CIBER Case Management Team.
4. **National Association of Small Business International Trade Educators (NASBITE):** NASBITE is a non-profit educational and professional association that promotes

international business practice, education and training through annual conferences, newsletters, and the Certified Global Business Professional (CGBP) exam. The CGBP designation is a highly regarded professional credential for people who work in international trade. The UConn CIBER will join others in supporting this organization

5. **National District Export Councils (DECs)** : District Export Councils are organizations of leaders from the local business community, appointed by the Secretary of Commerce, whose knowledge of international business provides a source of professional advice for local firms. For 30 years, DEC's have served the United States by assisting companies in their local communities export, thus promoting our country's economic growth and creating new and higher-paying jobs for their communities. Closely affiliated with the Commerce Department's U.S. Export Assistance Centers, the 58 DEC's combine the energies of nearly 1,500 exporters and export service providers who support the U.S. Government's export promotion efforts throughout the country. DEC leaders and members volunteer their time to participate in numerous trade promotion activities. They also supply expertise to small and medium sized businesses that are interested in exporting. Each year a National DEC Forum is held so that members of the local DEC's can share knowledge and best practices. The CIBER network provides some financial support for this conference.
6. **CIBERweb**: CIBERweb is an online data base co-created by all CIBERs. It promotes different international themed programs to faculty members from universities and colleges throughout the U.S. All of the UConn CIBER programs are published on CIBERweb. UConn CIBER will continue to support CIBERweb through the 2014 – 2018 grant.

## **Exhibit 10**

### **Hallmarks of Our 2014-2018 Programs**

#### **Under Mandate #1**

- Enhance international component to Management for Engineering and Manufacturing program (MEM)
- Development of MEM program at SUBR
- Domestic STSA programs to increase accessibility
- Courses/workshops on manufacturing and next-shoring
- Language and cultural training for students at all levels
- National case competitions
- Regional International Quiz Bowl promoting global knowledge creation, networking, and friendly competition between schools

#### **Under Mandate #2**

- Symposia/Seminars on manufacturing and next-shoring
- Conference on government role in encouraging manufacturing exports
- Resource Guides for language teachers
- Joint programming with NEAG School of Education in the area of teacher preparation
- Joint programming with the School of Engineering to add international dimensions to their manufacturing programs

#### **Under Mandate #3**

- Co-hort program to create export ready SMEs
- Seminars that provide continuing education credits to professionals
- Workshops to provide credentialing, leading to higher employability
- Research for the State of CT to improve policy
- Analysis for locating market opportunities abroad

#### **Under Mandate #4**

- Development of one new FDIB program and support for FDIB Green Business
- Development of Virtual faculty development programs to allow greater dissemination of this valuable resource to those who cannot attend in person
- Partnership with Southern University of Baton Rouge to enhance their international management and engineering offerings
- Partnership with Manchester Community College to develop their faculty to better be able to offer international business programming

#### **Under Mandate #5**

- Development of online courses with overseas partner schools
- Development/enhancement of courses relative to manufacturing and next-shoring
- Development of Virtual Study Abroad Programs
- Development of experiential learning study materials for students

#### **Under Mandate #6**

- Two state-of-the-art, by-invitation-only research conferences, resulting in a published book on each conference
- Manufacturing-related faculty
- Regional Grants and Research Symposia
- Nationally Distributed Working Paper Series

## EXHIBIT 11

### Relationship Between UConn CIBER's Activities and Purposes of the Statute, Program Requirements, and Other Allowable Activities

		Purposes of the Statute						Program Requirements						Other Allowable Activities						
		1. Be a national resource for teaching international business	2. Provide instruction in foreign languages/cultures	3. Undertake research in international aspects	4. Provide training to students	5. Be a regional resource to business	6. Serve other faculty in the region	1. Interdisciplinary programs for business students	2. Interdisciplinary programs for international studies faculty and advanced students	3. Programs for business community	4. Collaborative programs with other educational and professional organizations	5. Research for curricular development	6. Research to promote international competitiveness of American businesses	1. Establish overseas internship programs	2. Establish linkages with foreign institutions	3. Organize summer programs for different constituencies	4. Encourage students to study abroad in nations that are important for U.S. businesses	5. Outreach activities for other universities and colleges	6. Programs encouraging the advancement and understanding of technology-related disciplines	7. Other eligible activities
1 Student Programs																				
1a.	Internationalization of the MEM Program	✓			✓		✓	✓				✓						✓		✓
1b.	Short-term Study Abroad (STSA) - MEM	✓	✓		✓			✓					✓	✓				✓		
1c.	STSA - May Term	✓	✓		✓			✓						✓	✓					
1d.	STSA - CT CC Network	✓	✓		✓			✓					✓	✓						
1e.	Internship / Apprenticeship Materials		✓		✓			✓					✓	✓	✓	✓	✓	✓		
1f.	Domestic STSA for Manufacturing				✓			✓					✓			✓		✓		
1g.	Strategic Policy Questions Initiative		✓		✓			✓		✓		✓								
1h.	Export Accelerator		✓		✓			✓		✓			✓					✓		
1i.	Study Abroad Scholarships and Awards Dinner		✓		✓			✓									✓			
1j.	CIBER Case Challenge				✓			✓			✓			✓				✓		
1k.	CIBER International Quiz Bowl				✓			✓			✓							✓		
1l.	Global Business Leadership Seminar Series		✓		✓			✓												✓
1m.	International Business Society		✓		✓			✓												✓

Exhibit 11: Relationship Between UConn CIBER's Activities Purposes of the Statute,

University of Connecticut

Requirements Other Allowable Activities

PR/Award # P220A140030



# EXHIBIT 11

Purposes of the Statute		Program Requirements						Other Allowable Activities					
		1. Be a national resource for teaching international business											
		2. Provide instruction in foreign languages/cultures											
		3. Undertake research in international aspects											
		4. Provide training to students											
		5. Be a regional resource to business											
		6. Serve other faculty in the region											
		1. Interdisciplinary programs for business students											
		2. Interdisciplinary programs for international studies faculty and advanced students											
		3. Programs for business community											
		4. Collaborative programs with other educational and professional organizations											
		5. Research for curricular development											
		6. Research to promote international competitiveness of American businesses											
		1. Establish overseas internship programs											
		2. Establish linkages with foreign institutions											
		3. Organize summer programs for different constituencies											
		4. Encourage students to study abroad in nations that are important for U.S. businesses											
		5. Outreach activities for other universities and colleges											
		6. Programs encouraging the advancement and understanding of technology-related disciplines											
		7. Other eligible activities											
1n.	CGBP Training	✓	✓		✓	✓							
1o.	Overseas Courses	✓	✓		✓				✓				
1p.	International Case Competition		✓		✓		✓					✓	
1q.	Consulting Projects for U.S. Manufacturers				✓	✓	✓					✓	
1r.	Young Professionals Speaker Series				✓		✓				✓		
1s.	STSA - MSFRM	✓			✓		✓		✓	✓	✓		
1t.	Global Fellows Program				✓		✓		✓				✓
1u.	Negotiation Workshops	✓			✓		✓		✓				✓
1v.	Overseas Seminar Fellowship				✓		✓		✓	✓	✓		
1w.	Departmental International Business Workshops				✓		✓		✓			✓	
1x.	Dissertation Fellowship				✓		✓		✓				✓
1y.	Internationalizing Doctoral Education in Business Consortium	✓			✓		✓		✓			✓	

**EXHIBIT 11**

Purposes of the Statute		Program Requirements		Other Allowable Activities	
					7. Other eligible activities
					6. Programs encouraging the advancement and understanding of technology-related disciplines
					5. Outreach activities for other universities and colleges
					4. Encourage students to study abroad in nations that are important for U.S. businesses
					3. Organize summer programs for different constituencies
					2. Establish linkages with foreign institutions
					1. Establish overseas internship programs
					6. Research to promote international competitiveness of American businesses
					5. Research for curricular development
					4. Collaborative programs with other educational and professional organizations
					3. Programs for business community
					2. Interdisciplinary programs for international studies faculty and advanced students
					1. Interdisciplinary programs for business students
					6. Serve other faculty in the region
					5. Be a regional resource to business
					4. Provide training to students
					3. Undertake research in international aspects
					2. Provide instruction in foreign languages/cultures
					1. Be a national resource for teaching international business

## 2 Programs for Other Academic Units

2a.	Symposium on Manufacturing Perspectives of the U.S. vis-à-vis Competing Nations					✓		✓								✓	✓	
2b.	Symposium on Research					✓		✓								✓	✓	
2c.	Seminar on the Role of Government in Encouraging Manufacturing in the U.S.					✓		✓								✓	✓	
2d.	Seminar on Technology's Role in Reviving U.S. Manufacturing					✓		✓								✓	✓	
2e.	Seminar on Corporate Policy in Enhancing U.S. Manufacturing					✓		✓								✓	✓	
2f.	Seminar on Energy and its Effect on the Manufacturing Industry					✓		✓								✓	✓	
2g.	Export Accelerator					✓		✓								✓	✓	
2h.	Education Research Conference					✓		✓								✓		✓
2i.	Resource Guides for Business Language Teachers	✓	✓			✓		✓		✓	✓					✓		
2j.	National Business Language Conference	✓	✓			✓		✓		✓	✓		✓	✓		✓		

# EXHIBIT 11

Purposes of the Statute	Program Requirements	Other Allowable Activities
1. Be a national resource for teaching international business	1. Interdisciplinary programs for business students	7. Other eligible activities
2. Provide instruction in foreign languages/cultures	2. Interdisciplinary programs for international studies faculty and advanced students	6. Programs encouraging the advancement and understanding of technology-related disciplines
3. Undertake research in international aspects	3. Programs for business community	5. Outreach activities for other universities and colleges
4. Provide training to students	4. Collaborative programs with other educational and professional organizations	4. Encourage students to study abroad in nations that are important for U.S. businesses
5. Be a regional resource to business	5. Research for curricular development	3. Organize summer programs for different constituencies
6. Serve other faculty in the region	6. Research to promote international competitiveness of American businesses	2. Establish linkages with foreign institutions
		1. Establish overseas internship programs

3 Programs for the Business Community												
3a.	The Export Academy			✓		✓				✓		✓
3b.	CIBER / KPMG Seminars on Changing Global Society					✓				✓		✓
3c.	Programs on Current Topics that Impact U.S. Competitiveness					✓				✓		✓
3d.	Forums for Large Multinational Firms					✓				✓		
3e.	CGBP Training			✓	✓	✓				✓		✓
3f.	Riddle of the Exporter					✓				✓		
3g.	Strategic Policy Initiative					✓				✓		✓
3h.	Entrepreneurial Boot Camp for Veterans					✓					✓	✓
3i.	Global Economic Trends Lecture					✓						✓
3j.	Quarterly Meeting of IB Stakeholders					✓				✓		
3k.	National District Export Council Meeting											✓

## EXHIBIT 11

Purposes of the Statute		Program Requirements	Other Allowable Activities
			7. Other eligible activities
			6. Programs encouraging the advancement and understanding of technology-related disciplines
			5. Outreach activities for other universities and colleges
			4. Encourage students to study abroad in nations that are important for U.S. businesses
			3. Organize summer programs for different constituencies
			2. Establish linkages with foreign institutions
			1. Establish overseas internship programs
		6. Research to promote international competitiveness of American businesses	
		5. Research for curricular development	
		4. Collaborative programs with other educational and professional organizations	
		3. Programs for business community	
		2. Interdisciplinary programs for international studies faculty and advanced students	
		1. Interdisciplinary programs for business students	
	6. Serve other faculty in the region		
	5. Be a regional resource to business		
	4. Provide training to students		
	3. Undertake research in international aspects		
	2. Provide instruction in foreign languages/cultures		
	1. Be a national resource for teaching international business		

4 Faculty Development Programs																			
4a.	FDIB Green Business: (Australia)	✓	✓				✓		✓		✓			✓			✓	✓	
4b.	FDIB India	✓	✓				✓		✓		✓			✓			✓	✓	
4c.	Other CIBER FDIB Programs	✓	✓				✓		✓		✓			✓			✓		
4d.	Virtual FDIB	✓	✓				✓		✓		✓						✓		
4e.	International Business Teaching Roundtables	✓	✓				✓		✓		✓	✓					✓		
4f.	Teaching and Research Conferences	✓	✓				✓		✓		✓	✓					✓		
4g.	On Site Program	✓	✓				✓				✓	✓					✓		
4h.	Community College FDIB	✓	✓				✓				✓	✓					✓		
4i.	Southern University of Baton Rouge Partnership	✓	✓				✓				✓	✓					✓	✓	

# EXHIBIT 11

Purposes of the Statute		Program Requirements					Other Allowable Activities						
							7. Other eligible activities						
							6. Programs encouraging the advancement and understanding of technology-related disciplines						
							5. Outreach activities for other universities and colleges						
							4. Encourage students to study abroad in nations that are important for U.S. businesses						
							3. Organize summer programs for different constituencies						
							2. Establish linkages with foreign institutions						
							1. Establish overseas internship programs						
							6. Research to promote international competitiveness of American businesses						
							5. Research for curricular development						
							4. Collaborative programs with other educational and professional organizations						
							3. Programs for business community						
							2. Interdisciplinary programs for international studies faculty and advanced students						
							1. Interdisciplinary programs for business students						
							6. Serve other faculty in the region						
							5. Be a regional resource to business						
							4. Provide training to students						
							3. Undertake research in international aspects						
							2. Provide instruction in foreign languages/cultures						
							1. Be a national resource for teaching international business						

5 Curriculum Development Programs													
5a.	Grant for Developing Virtual Study Abroad Course	✓	✓		✓		✓				✓		✓
5b.	Grant for an Open Enrollment Online Course on "Lean Manufacturing"	✓								✓		✓	
5c.	Curriculum Development Grants	✓				✓				✓		✓	
5d.	Grants for Developing STSA	✓								✓		✓	
5e.	Resource Library									✓		✓	
5f.	Development of a New Cross-Cultural Simulation	✓				✓				✓		✓	
5g.	Global Business Trivia Game	✓				✓				✓		✓	
5h.	International Business Case Development Grant	✓								✓		✓	
5i.	International Conference on Graduate Management Education	✓				✓				✓	✓	✓	
5j.	Conference on International Management Education Issues	✓				✓				✓		✓	
5k.	CIBERweb											✓	

**EXHIBIT 11**

Purposes of the Statute		Program Requirements	Other Allowable Activities
			7. Other eligible activities
			6. Programs encouraging the advancement and understanding of technology-related disciplines
			5. Outreach activities for other universities and colleges
			4. Encourage students to study abroad in nations that are important for U.S. businesses
			3. Organize summer programs for different constituencies
			2. Establish linkages with foreign institutions
			1. Establish overseas internship programs
			6. Research to promote international competitiveness of American businesses
			5. Research for curricular development
			4. Collaborative programs with other educational and professional organizations
			3. Programs for business community
			2. Interdisciplinary programs for international studies faculty and advanced students
			1. Interdisciplinary programs for business students
			6. Serve other faculty in the region
			5. Be a regional resource to business
			4. Provide training to students
			3. Undertake research in international aspects
			2. Provide instruction in foreign languages/cultures
			1. Be a national resource for teaching international business

## 6 Research Programs

6a.	State-of-the-Art Research Conferences	✓		✓			✓					✓		✓	✓			✓	
6b.	Faculty Grant Competition for Academic/Applied Research			✓								✓						✓	✓
6c.	International Business Research Poster Session			✓			✓					✓							✓
6d.	Non-UConn Faculty Grant Competition for Research on Competing Globally via Manufacturing Reshoring			✓			✓					✓						✓	✓
6e.	Study on Positive Spillovers of Manufacturing for the Economy			✓								✓						✓	✓
6f.	Working Paper Series			✓			✓					✓							✓

## EXHIBIT 12

### UConn CIBER Goals and Outcomes by Activity: 2014 - 2018

MANDATE 1						
ACTIVITY		PLANNING MILESTONES				ANTICIPATED QUANTITATIVE OUTCOME (number of participants served)
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	
1a.	Internationalization of MEM		Add int'l content			20 students
1b.	Short-term Study Abroad (STSA) - MEM		Trip to partner schools / syllabus	Course offered - 8 enrolled	Course offered - 12 enrolled	12 students
1c.	STSA – May Term			Trip to partner schools / syllabus	Course offered - 8 enrolled	12 students
1d.	STSA – CT CC Network		Trip to partner schools / syllabus	Course offered - 8 enrolled	Course offered - 12 enrolled	12 students
1e.	Internship / Apprenticeship Materials	Materials created	Website created / materials distributed	Materials distributed	Materials distributed	100 students
1f.	Domestic STSA for Manufacturing				Program developed / contacts secured / syllabus created	20 students
1g.	Strategic Policy Questions Initiative	Faculty member & economist identified / issues defined	Students selected / project completed	2 projects completed	2 projects completed	10 students; 50 business people
1h.	Export Accelerator	identify 3 projects	Students selected / project completed	students selected/ project completed	students selected/projects completed	15 students
1i.	Study Abroad Scholarships and Awards Dinner	Select and award scholarships / hold awards dinner	Select and award scholarships / hold awards dinner	Select and award scholarships / hold awards dinner	Select and award scholarships / hold awards dinner	30 students
1j.	CIBER Case Challenge	12 teams compete	12 teams compete	12 teams compete	12 teams compete	80 students; 12 executives; 8 faculty
1k.	CIBER International Quiz Bowl	6 teams compete	6 teams compete	6 teams compete	6 teams compete	24 students; 4 executives; 6 faculty members
1l.	Global Business Leadership Seminar	4 lectures held	4 lectures held	4 lectures held	4 lectures held	80 students earn certificates, 100
1m.	International Business Society	2 workshops held	2 workshops held	2 workshops held	2 workshops held	30 students
1n.	CGBP Training			20 students trained	20 students trained	20 students
1o.	Overseas Courses			Planning trip / syllabus developed	Course offered - 8 enrolled	12 students
1p.	International Case Competition	Create international case competition	Expand to other campuses	Recruit new company	Hold case competition	60 students
1q.	Consulting Projects for U.S. Manufacturers	Planning trip / recruit companies	Hold program / 2 projects	Hold program / 4 projects	Hold program / 4 projects	16 students; 4 companies; 2 faculty members
1r.	Young Professionals Speaker Series	Hold 2 events	Hold 2 events	Hold 2 events	Hold 2 events	20 students; 20 professionals

**EXHIBIT 12**

PROGRAM		PLANNING MILESTONES				ANTICIPATED QUANTITATIVE OUTCOME (number of participants served)
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	
1s.	STSA - MSFRM				Planning trip / syllabus	20 students
1t.	Global Fellows Program	3 fellows chosen / projects presented	3 fellows chosen / projects presented	3 fellows chosen / projects presented	3 fellows chosen / projects presented	3 students
1u.	Negotiation Workshops	Simulation developed	Testing at SUBR and Uconn	Full version available / sessions held at SUBR and Uconn	Full version available / sessions held at SUBR and Uconn	20 students
1v.	Overseas Seminar Fellowship	2 students chosen	2 students chosen	2 students chosen	2 students chosen	2 students
1w.	Departmental International Business Workshops	1 workshop held	1 workshop held	1 workshop held	1 workshop held	40 students
1x.	Dissertation Fellowship	2 fellows awarded	2 fellows awarded	2 fellows awarded	2 fellows awarded	2 students
1y.	Doctoral Education in Business Consortium and Conference		Co-sponsor conference / send 3 students		Co-sponsor conference / send 3 students	60 students
2a.	Symposium on Manufacturing Perspectives of the U.S. vis-à-vis Competing Nations	Host 1 symposium	Host 1 symposium	Host 1 symposium	Host 1 symposium	10 faculty
2b.	Symposium on Research	Host 1 symposium	Host 1 symposium	Host 1 symposium	Host 1 symposium	10 faculty
2c.	Seminar on the Role of Government in Encouraging Manufacturing in the U.S.	Host 1 seminar				10 faculty
2d.	Seminar on Technology's Role in Reviving U.S. Manufacturing		Host 1 seminar			10 faculty
2e.	Seminar on Corporate Policy in Enhancing U.S. Manufacturing			Host 1 seminar		10 faculty
2f.	Seminar on Energy and its Effect on the Manufacturing Industry				Host 1 seminar	10 faculty
2g.	Export Accelerator	identify 3 projects	Students selected / project completed	students selected/ project completed	students selected/projects completed	15 students
2h.	Education Research Conference		Host 1 conference		Host 1 conference	15 faculty



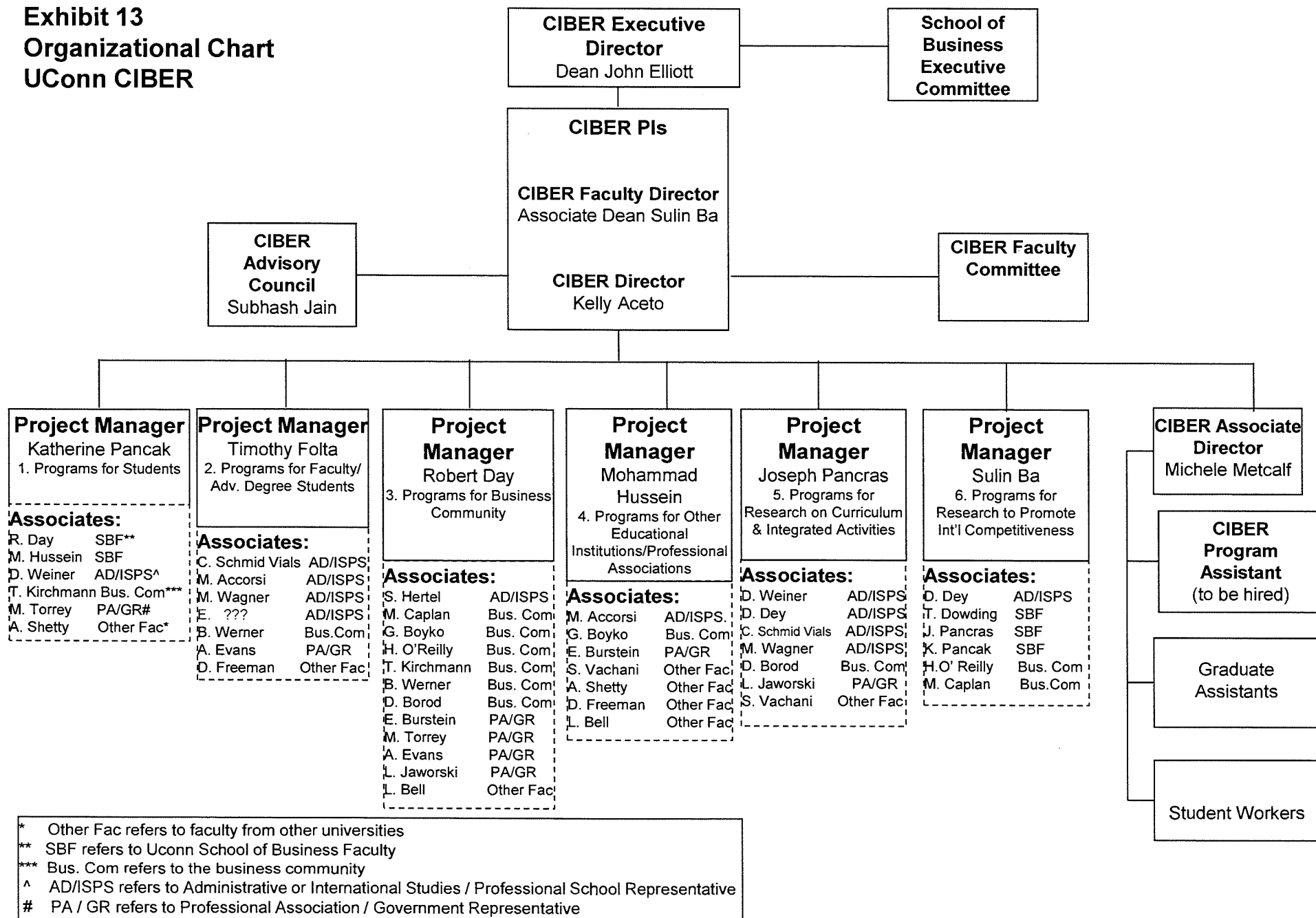
**EXHIBIT 12**

		PLANNING MILESTONES				ANTICIPATED QUANTITATIVE OUTCOME (number of participants served annually after launch)
PROGRAM		YEAR 1	YEAR 2	YEAR 3	YEAR 4	
2i.	Resource Guides for Business Language Teachers		Create 2 resource guides			100+ students
2j.	National Business Language Conference	Co-sponsor conference	Co-sponsor conference	Co-sponsor conference	Co-sponsor conference	60 faculty
3a.	The Export Academy	Develop materials	Hold program	Hold Program	Finish cohort 2	10 businesses
3b.	CIBER / KPMG Seminars on Changing Global Society	Offer 1 seminar	Offer 1 seminar	Offer 1 seminar	Offer 1 seminar	200 business people
3c.	Programs on Current Topics that Impact U.S. Competitiveness	Co-sponsor series	Co-sponsor series	Co-sponsor series	Co-sponsor series	100 business people
3d.	Forums for Large Multinational Firms	Co-sponsor series	Co-sponsor series	Co-sponsor series	Co-sponsor series	100 business people
3e.	CGBP Training	Training for CGBP	Pass credentialing	Offer training	Offer training	9 professionals/50 business people
3f.	Riddle of the Exporter	Offer 1 seminar	Offer 1 seminar	Offer 1 seminar	Offer 1 seminar	20 business people
3g.	Strategic Policy Initiative	Meet quarterly	Meet quarterly	Meet quarterly	Meet quarterly	10 professionals
3h.	Entrepreneurial Boot Camp for Veterans				Offer international seminar	8 disabled veterans
3i.	Global Economic Trends Lecture	Offer 1 lecture	Offer 1 lecture	Offer 1 lecture	Offer 1 lecture	50 business people
3j.	Quarterly Meeting of IB Stakeholders	Meet quarterly	Meet quarterly	Meet quarterly	Meet quarterly	20 business people
3k.	National District Export Council Meeting	Co-sponsor	Co-sponsor	Co-sponsor	Co-sponsor	1500 business people
4a.	FDIB Green Business: (Australia)	Send 4 participants	Send 4 participants	Send 4 participants	Send 4 participants	4 faculty
4b.	FDIB India	Send 4 participants	Send 4 participants	Send 4 participants	Send 4 participants	4 faculty
4c.	Other CIBER FDIB Programs	Send 2 participants	Send 2 participants	Send 2 participants	Send 2 participants	2 faculty
4d.	Virtual FDIB	Send 2 participants	Send 2 participants			2 faculty
4e.	International Business Teaching Roundtables	Co-sponsor	Co-sponsor	Co-sponsor	Co-sponsor	30 faculty
4f.	Teaching and Research Conferences	Co-sponsor	Co-sponsor	Co-sponsor	Co-sponsor	50 faculty
4g.	On Site Program	Offer this program	Offer this program	Offer this program	Offer this program	20 - 100 faculty
4h.	Community College FDIB		Offer this program			50 faculty
4i.	Southern University of Baton Rouge Partnership	send Uconn faculty to SUBR				50 students

**EXHIBIT 12**

		PLANNING MILESTONES				ANTICIPATED QUANTITATIVE OUTCOME (number of participants served annually after launch)
PROGRAM		YEAR 1	YEAR 2	YEAR 3	YEAR 4	
5a.	Grant for Developing Virtual Study Abroad Course	Offer and award	Offer and award	Offer and award	Offer and awards	100+ faculty
5b.	Grant for an Open Enrollment, Online Course on "Lean Manufacturing"	Develop course	Offer	Offer	Offer	20 students
5c.	Curriculum Development Grants	Offer and award	Offer and award	Offer and award	Offer and award	100+ students
5d.	Grants for Developing STSA	Offer and award	Offer and award	Offer and award	Offer and award	20+ students
5e.	Resource Library	Develop database	Update resources	Update resources	Update resources	20+ faculty and students
5f.	Development of a New Cross- Cultural Simulation	Develop simulation				50 students
5g.	Global Business Trivia Game	Add 1 new section	Add 1 new section	Add 1 new section	Add 1 new section	100+ students
5h.	International Business Case Development Grant	Develop 1 new case	Develop 1 new case	Develop 1 new case	Develop 1 new case	100+ students
5i.	International Conference on Graduate Management Education	Co-sponsor	Co-sponsor	Co-sponsor	Co-sponsor	30 faculty
5j.	Conference on International Management Education Issues	Co-sponsor	Co-sponsor	Co-sponsor	Co-sponsor	60 faculty
5k.	CIBERweb	Co-sponsor	Co-sponsor	Co-sponsor	Co-sponsor	500+ faculty and students
6a.	State-of-the-Art Research Conferences	Hold conference	Publish book	Hold conference	Publish book	20 faculty
6b.	Faculty Grant Competition for Academic/Applied Research	Offer and award	Offer and award	Offer and award	Offer and award	6 faculty
6c.	International Business Research Poster Session	Hold session	Hold session	Hold session	Hold session	20 faculty
6d.	Non-UConn Faculty Grant Competition for Research on Competing Globally via Manufacturing Reshoring	Offer and award	Offer and award	Offer and award	Offer and award	4 faculty
6e.	Study on Positive Spillovers of Manufacturing for the Economy			Begin research	Complete research	100 students
6f.	Working Paper Series	Create series	Create Series	Create Series	Create series	100 faculty

# Exhibit 13 Organizational Chart UConn CIBER



# EXHIBIT 14

## Timelines

KEY	Planning/Development:	+++
	Implementation:	→
	Continuing:	●●●

### MANDATE 1

ACTIVITY		Award Year											
		2014-2015			2015-2016			2016-2017			2017-2018		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
1a.	Internationalization of then MEM Program					+++	+++	→	→		→	→	
1b.	Short-term Study Abroad (STSA) - MEM		+++	+++					→			→	
1c.	STSA – May Term								+++	+++			→
1d.	STSA – CT CC Network		+++	+++			→			→			→
1e.	Internship / Apprenticeship Materials			→	→		→	→		→	→		→
1f.	Domestic STSA for Manufacturing	+++	+++										
1g.	Strategic Policy Questions Initiative	+++	→		+++	→		+++	→		+++	→	
1h.	Export Accelerator	+++	→		+++	→		+++	→		+++	→	
1i.	Study Abroad Scholarships and Awards Dinner	→			→			→			→		
1j.	CIBER Case Challenge	→	+++	+++	→	+++	+++	→	+++	+++	→	+++	+++
1k.	CIBER International Quiz Bowl	+++	→		+++	→		+++	→		+++	→	
1l.	Global Business Leadership Seminar Series	+++	→		+++	→		+++	→		+++	→	
1m.	International Business Society	●●●	●●●		●●●	●●●		●●●	●●●		●●●	●●●	
1n.	CGBP Training			●●●		→			→			→	
1o.	Overseas Courses	+++	+++	→	●●●	●●●		●●●	●●●		●●●	●●●	
1p.	International Case Competition		+++			+++			+++			→	
1q.	Consulting Projects for U.S. Manufacturers	+++	+++	+++	+++	→	+++	+++	→	+++	+++	→	
1r.	Young Professionals Speaker Series	→	→		→	→		→	→		→	→	
1s.	STSA - MSFRM										+++	+++	+++
1t.	Global Fellows Program	+++	→		+++	→		+++	→		+++	→	
1u.	Negotiation Workshops		+++	+++	+++	+++	+++	→			→		
1v.	Overseas Seminar Fellowship	→			→			→			→		
1w.	Departmental International Business Workshops		→			→			→			→	
1x.	Dissertation Fellowship	→			→			→			→		
1y.	Internationalizing Doctoral Education in Business Consortium and Conference						→						→

**EXHIBIT 14  
MANDATE 2**

ACTIVITY		Award Year											
		2014-2015			2015-2016			2016-2017			2017-2018		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
2a.	Symposium on Manufacturing Perspectives of the U.S. vis-à-vis Competing Nations	→			→			→			→		
2b.	Symposium on Research		→			→			→			→	
2c.	Seminar on the Role of Government in Encouraging Manufacturing in the U.S.	→											
2d.	Seminar on Technology's Role in Reviving U.S. Manufacturing				→								
2e.	Seminar on Corporate Policy in Enhancing U.S. Manufacturing							→					
2f.	Seminar on Energy and its Effect on Manufacturing										→		
2g.	Export Accelerator	+++	→		+++	→		+++	→		+++	→	
2h.	Education Research Conference				+++	+++	→				+++	+++	→
2i.	Resource Guides for Business Language Teachers		+++	→	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
2j.	National Business Language Conference		→			→			→			→	

**MANDATE 3**

ACTIVITY		Award Year											
		2014-2015			2015-2016			2016-2017			2017-2018		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
3a.	The Export Academy		+++	+++	→	→	→	→	→	→			
3b.	CIBER / KPMG Seminars on Changing Global Society	→			→			→			→		
3c.	Programs on Current Topics that Impact U.S. Competitiveness	→	→		→	→		→	→		→	→	
3d.	Forums for Large Multinational Firms	→	→		→	→		→	→		→	→	
3e.	CGBP Training		→	→	→				→			→	
3f.	Riddle of the Exporter	→			→			→			→		
3g.	Strategic Policy Initiative	+++	+++	+++	→			→			→		
3h.	Entrepreneurial Boot Camp for Veterans												→
3i.	Global Economic Trends Lecture		→			→			→			→	
3j.	Quarterly Meeting of IB Stakeholders	→	→	→	→	→	→	→	→	→	→	→	→
3k.	National District Export Council Meeting	→			→			→			→		

**EXHIBIT 14  
MANDATE 4**

ACTIVITY		Award Year											
		2014-2015			2015-2016			2016-2017			2017-2018		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
4a.	FDIB Green Business: (Australia)	+++	→		+++	→		+++	→		+++	→	
4b.	FDIB India	+++	→		+++	→		+++	→		+++	→	
4c.	Other CIBER FDIB Programs	→			→			→			→		
4d.	Virtual FDIB		→			→							
4e.	International Business Teaching Roundtables	→			→			→			→		
4f.	Teaching and Research Conferences		→			→			→			→	
4g.	On Site Program	+++	+++	+++	+++	+++	+++	+++	+++	+++	+++	+++	+++
4h.	Community College FDIB				+++	+++	→						
4i.	Southern University of Baton Rouge Partnership	+++	+++	+++	→	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

**MANDATE 5**

ACTIVITY		Award Year											
		2014-2015			2015-2016			2016-2017			2017-2018		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
5a.	Grant for Developing Virtual Study Abroad Course		→			→			→			→	
5b.	Grant for an Open Enrollment, Online Course on "Lean Manufacturing"			+++	→	→		→	→		→	→	
5c.	Curriculum Development Grants			→			→			→			→
5d.	Grants for Developing STSA			→			→			→			→
5e.	Resource Library	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
5f.	Development of a New Cross- Cultural Simulation	→	→										
5g.	Global Business Trivia Game			+++	→	→	+++	→	→	+++	→	→	+++
5h.	International Business Case Development Grant			→			→			→			→
5i.	International Conference on Graduate Management Education	→			→			→			→		
5k.	CIBERweb	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

**EXHIBIT 14  
MANDATE 6**

ACTIVITY		Award Year											
		2014-2015			2015-2016			2016-2017			2017-2018		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
6a.	State-of-the-Art Research Conferences	+++	+++	→				+++	+++	→			
6b.	Faculty Grant Competition for Academic / Applied Research	→	•••	•••	→	•••	•••	→	•••	•••	→	•••	•••
6c.	International Business Research Poster Session		→			→			→			→	
6d.	Non-UConn Faculty Grant Competition for Research on Competing Globally via Manufacturing Reshoring			→			→			→			→
6e.	Study on Positive Spillovers of Manufacturing for the Economy			→			→			→			→
6f.	Working Paper Series			→			→			→			→

**EXHIBIT 15**  
**Background Information**

**Selected UConn Business Faculty, Advisory Council Members, UConn Non-Business Faculty, and Non-UConn Faculty**

Attached are the brief biographies of 40 faculty members and four business people arranged alphabetically who will play a significant role in the design and implementation of the UConn CIBER's programs during the 2014-2018 grant period. Of the faculty members, 22 are UConn School of Business faculty, 13 non-business faculty and 5 non-UConn faculty.

\* Advisory Council

• UConn Non-Business Faculty

⊗ Local Business Executive

✓ UConn Business Faculty

%Non-UConn Faculty

**Michael Accorsi** serves as a professor and Associate Dean for Research and Graduate Education in the UConn engineering department. Michael has a Ph.D. from Northwestern University. His research focuses are on Computational Mechanics, Finite Element Methods, Constitutive Modeling, and Structural Analysis. Michael is a well published UConn faculty member.

**Kelly Aceto** will serve as the Director of the UConn CIBER; she has served as the Managing Director of the UConn CIBER since 1999. She is very active in the state's international scene as a member of the Stamford World Affairs Forum, the Connecticut World Affairs Council, the UConn Academy for Global Economic Advancement, the Metro Hartford Chamber of Commerce's International Business Committee, and the CT District Export Council.

Kelly has given presentations at numerous conferences including NASBITE, NAFSA, the BIE Director's Meeting, and Yale University's Summer Institute on International Business. She is active in the CIBER network, having served on the organizing committee and given presentations at several CIBER Associate Director and CIBER Director meetings. Kelly has also served as designer and editor of four major CIBER publications: New CIBER Initiatives 2002-2006; Securing Our Nation's Future Through International Business Educations: a 15 Year Report of the CIBERs; CIBER Abstracts 2006-2010; and CIBER Abstracts 2010-2014.

Kelly received her MBA from the University of Connecticut with a concentration in Marketing and her B.S. in Management from the University of Connecticut with a concentration in International Business. In addition, Kelly is an ABD PhD candidate and expects to complete her Ph.D. by December 2014.

Kelly is well traveled, having visited over 20 countries. She speaks French and Spanish and has a conversational knowledge of Dutch, German, and Italian.

**Donald Andrews** %Has served as Dean of Southern University Baton Rouge for 14 year. Dr. Andrews' academic pursuits have been in the areas of economics and finance from within a business and agricultural environment. His areas of specialization at the doctorate level were economic theory, resource allocation, and finance. Don has worked on applied research problems in the areas of regional and human resource economics. He has served as an Instructor of Agricultural Economics, Assistant Professor, Associate Professor, Professor, at Southern University and Nicholls State Universities.



Dr. Andrews has served as Department Chairman of Economics and Dean of the College of Business at Southern University in Baton Rouge. In addition, Don has served as the Director of the Entrepreneurship Training and Technical Assistance Program funded by the Office of Small and Disadvantaged Business Utilization of the U.S. Department of Transportation. He has served as the Director of two U.S. Department of Education Title III projects; College of Business Enhancement and Global Communications.

Dr. Andrews has a Masters of Science in Food and Resource Economics from the University of Florida and a Ph.D. in Agricultural Economics from Texas A&M University. He has been selected as a Nissan Fellow for the 1995 Nissan-HBCU Summer Program on Entrepreneurship at Tennessee State University and a Mellon Fellow to study at ICPSR program at University of Michigan in the summer of 1996. Don is also a recipient of the Rockefeller Foundation Grant.

Don belongs to many professional and academic organizations such as the American Economics Association, Southern Agricultural Economics Association, Academy of Economics and Finance, Federation of Business Disciplines, and the HBCU Business Deans Roundtable among others.

Dr. Andrews is also published in many distinguished journals such as the Washington Business Research Journal, Issues in Information Systems, Southwest Business and Economics Journal, and The Business Review.

**Sulin Ba\*** will serve as the Faculty Director of the UConn CIBER. She became Faculty Director after Subhash Jain retired at the end of 2013. She is currently Associate Dean of Academic and Research Support of the UConn School of Business as well as Ackerman Scholar. In January 2013, Sulin Ba was honored as Honorary Distinguished Professor at Fudan University School of Management in Shanghai, China where she was a Visiting Professor in 2009.

Prior to serving as Associate Dean, Sulin spent nine years on the faculty at the UConn School of Business, most recently as a full Professor. She has taught at the School of Business Administration, Universität Mannheim in Mannheim Germany as well as Hong Kong University of Science and Technology and City University of Hong Kong.

Sulin received her Ph.D. from The University of Texas at Austin in Management Information Systems in 1996. She received also her Masters in Library Management Science from The University of Texas at Austin in 1992 and her B.A from Zhongshan University, Guangzhou, China in 1990.

Sulin was a previous recipient of UConn CIBER research grants in 2007, 2008, and 2009. Her most recent research grant is from the National Natural Science Foundation of China for 2,000,000 Chinese Yuan (approx.. \$320,000) from 2013 to 2016.

Sulin has also published in several highly regarded academic journals, including Management Science, Information Systems Research, MIS Quarterly, Journal of Management Information Systems, Production and Operations Management, Decision Support Systems, among other academic journals.

**Leia Bell \***<sup>%</sup> is the Dean of Institutional Advancement at Manchester Community College. Previously, Bell was Director of Advancement at Goodwin College where she managed the development of the Goodwin College Foundation, including a 14-member board of directors, the annual fund, major gifts, events, alumni relations and advancement services programs. Prior to her position at Goodwin, she was the Associate Director of Annual Giving for the University of Saint Joseph (USJ). Bell has 10 years of experience in development and higher education. Her experience includes fundraising, major gifts, annual fund, grants, sponsorships, advancement services and board development. In her new position, Bell will have oversight of all aspects of institutional development, community engagement, legislative affairs, marketing, communications, new media and public relations. She holds an M.S. in Management from USJ where she was a member of Phi Beta Kappa; an M.A. in English from National University in San Diego; and a B.A. in English from SUNY Binghamton University, graduating cum laude, and was a member of the Golden Key International Honor Society.

**Robert Bird**<sup>✓</sup> is an Associate Professor in the marketing department at the University of Connecticut School of Business. Robert received his J.D. and M.B.A. from Boston University. Robert's research interests include employment law, intellectual property law, and cyberspace law. In 2004, Robert received the Junior Faculty of the Year award from the Academy of Legal Studies in Business. Robert has published research articles in the *American Business Law Journal*, *William & Mary Journal of Women & the Law*, *Business Law Review*, *Kentucky Law Journal*, and the *Trademark Reporter*.

**Donald Borod**<sup>\*</sup><sup>®</sup> is a partner in the Hartford office of McCarter & English law firm. Mr. Borod is experienced in representing manufacturing and technology companies, as well as financial institutions and other businesses, in connection with their domestic and international business activities in Europe, Latin America and Asia. Among the areas where Mr. Borod has experience are sales and supply agreements, distributors and sales representatives, technology transfers, joint ventures and other strategic alliances, acquisitions and establishing foreign operations. Mr. Borod is a former Chairman of the Section of International Law and Practice of The Connecticut Bar Association. He is a board member of the U.S. Department of Commerce Connecticut District Export Council; the University of Connecticut Center for International Business Education and Research; and the Executive Committee of the Board of the World Affairs Council of Connecticut. Mr. Borod is also a member of the adjunct faculty of the University of Connecticut School of Business, and he is a frequent speaker on international topics.

**Gregory Boyko**<sup>\*</sup><sup>®</sup> serves as an Independent Financial Services Professional for Nomura Partners Funds. Before his current role with Nomura Partners Funds, he served as Chairman and Chief Executive Officer of Hartford Life International, Ltd. Mr. Boyko has also served as Chief Executive Officer of Hartford Life Insurance K.K. He has served as Senior Advisor of Evolution Benefits, Inc. He has had responsibility for Hartford Life Ltd., the United Kingdom operation, Icatu Hartford, Hartford Financial Services Group Inc.'s Brazilian operation, as well as a leadership role in Hartford Life Japan. Mr. Boyko served as Executive Vice President of Hartford Life, Inc., and served as its Senior Vice President-International Operations. Mr. Boyko served as International Executive Vice President of Hartford Financial Services Group Inc. As Head of International Operations, Mr. Boyko was responsible for the expansion of The

Hartford's businesses into the global marketplace. Under his leadership, The Hartford became the No. 1 seller of variable annuities in Japan and a leading provider of life insurance, employee benefits and personal savings products in Brazil. Mr. Boyko is also led the effort to establish a New International Operation, The Hartford Europe. Mr. Boyko joined Hartford Life in 1995 as Controller and was named Chief Financial Officer and Treasurer in 1996. He was named a Senior Vice President in 1998. Prior to joining Hartford Life, he was Senior Vice President and Chief Financial Officer of ING American Life Insurance. He also held executive positions at Connecticut Mutual Life and began his career as a Senior Tax Accountant at Ernst & Young. He is a member of the Connecticut and American Bar Associations, the Connecticut Society of CPAs, the Japan Society of New York, and is Chairman of the International Committee of the American Council of Life Insurers. Mr. Boyko is a graduate of the University of Connecticut and the University of Connecticut School of Law. He holds a number of professional degrees, including Certified Public Accountant, Chartered Life Underwriter and Chartered Financial Consultant.

**Elyse Burstein\***<sup>®</sup> is a consultant specializing in helping companies that want to start selling internationally, or who want to expand their current export programs. She received her bachelor's degree in Chinese language and Asian studies from Connecticut College in New London and a Master's degree in modern Chinese studies from the University of Chicago. She is an active member of the international business community and is the vice-chair of the U.S. Department of Commerce District Export Council. In 1997 she won the Exporter of the Year award for the state of Connecticut. Burstein is a professional in the field of international sales and marketing with more than 20 years of experience in developing export business for Connecticut companies. She held management positions at several industrial and consumer product manufacturers in Connecticut, including Branson Ultrasonics Corporation, manufacturers of ultrasonic cleaning and welding equipment, and The W.E. Bassett Company, manufacturers of TRIM brand manicure and pedicure implements.

**Stephen P. Coelen\*** is a Professor in residence of economics at the University of Connecticut. He serves as analyzer of international trade for the UConn Center for International Business Education and Research (CIBER). He is also an adjunct professor at the University of Fort Hare, Rep. of South Africa. He is a Managing Partner, World Institute for Strategic Economic Research LLC as well as Professor Emeritus, Political Science and Economics at the University of Massachusetts. Coelen's career has focused on using econometric modeling to evaluate the impact of public policy in areas as dispersed as education, international trade, health, retirement and income assistance programs and investment in infrastructure, like water resources. Coelen received his Ph.D. from Syracuse University in Regional Economics, Econometrics and Mathematical Economics in 1973. He received his M.A. from Syracuse in Economics in 1972, and his B.A. from Rutgers University in 1969. Coelen has served as a consultant to various firms and organizations including Wharton Econometric Forecast Associates; Drinker, Biddle, and Reath; Connecticut Department of Education; New York State Department of Economic Development; International Bank for Reconstruction and Development; McGraw-Hill Publishing Company; ABT Associates among others. Coelen has published papers in the following prestigious journals: *Social Indicators Research*, *Journal of Regional Science*, *Journal of Political Economy*, *Economics of Education Review*, *Review of Regional Studies*, and others.

**Bob Day**<sup>✓</sup> is an Associate Professor in the Operations and Information Management Department at The University of Connecticut. Representing the school of business, Robert is co-director of the Management and Engineering for Manufacturing undergraduate program. He received his BA in Mathematics and Economics from Vanderbilt University, and his PhD in Mathematics, with a concentration in Operations Research from the University of Maryland. His work in the government allocation of telecommunication licenses to private companies (known as spectrum auctions) has been highly influential internationally, with auction designs based on his research used to generate tens of billions of dollars of revenues for the governments of Austria, Australia, Canada, Denmark, Ireland, the Netherlands, Slovakia, Switzerland, and the United Kingdom. His research in this area has been recognized with the Dantzig Dissertation Award and the INFORMS Computing Society Prize, and his research has been published in top journals, such as Management Science, Operations Research, and the INFORMS Journal on Computing.

**Dipak Dey**<sup>•</sup> is a professor and the head of the Department of Statistics at the University of Connecticut. He received his BS degree in Statistics from the Indian Statistical Institute, his MS in Statistics from the Indian Statistical Institute and his PhD from Purdue University. Dey's research interests include Decision Theory, Multivariate Analysis, Bayesian Analysis, Biostatistics, Computational Statistics, Reliability and Survival Analysis, Statistical Shape Analysis, Statistical Genetics, and Bioinformatics. He has authored five books and published over 160 articles (with another two dozen submitted for publication) in journals ranging from the *Annals of Statistics* and *The American Statistician* to the *Journal of Chemometrics* and *Evolution*. In addition, Dey has served as Editor of the *Institute of Mathematical Statistics Bulletin*, Associate Editor of the *Journal of the American Statistical Association*, *Sankhyā*, and the *Journal of Statistical Planning and Inference*, and as a referee for 22 journals.

**Moustapha Diaby**<sup>✓</sup> is an Associate Professor of Production and Operations Management at the University of Connecticut. He received a PhD degree in Management Science/Operations Research, MS degree in Industrial Engineering, and BS degree in Chemical Engineering from University at Buffalo - The State University of New York. His teaching and research interests are in the areas of Mathematical Programming, Manufacturing Systems Modeling and Analysis, Operations and Supply Chain Management, and Management of International Development Projects. His publications have appeared in European Journal of Operational Research, Information Systems Frontiers Journal, INFORMS J. on Computing, Int. J. of Math. in Operational Research, Int. J. of Operational Research, Int. J. of Production Economics, Int. J. Production Research, Int. Transactions in Operational Research, Journal of the Operational Research Society, Management Science, Multi-Criteria Decision Analysis, Operations Management Review, Operations Research, and WSEAS Transactions on Mathematics. He serves/has served as a Reviewer and/or ad-hoc Editorial Team Member for many of these as well as other journals, and for government agencies such as NSERC (Canada), and NSF.

**Tim Dowding**<sup>✓</sup> received his Ph.D. in Instructional Media & Technology from the University of Connecticut, with a minor in Cognitive Psychology. His dissertation studied the thought processes of the human mind while using software. The results in this study are intended to

improve the usability and effectiveness of software interface and functional design. He has over 20 years experience in training and education for adults, specializing in instructional design and development of large-scale training programs for the US Navy, State of Connecticut, Canadian government, and Fortune 1000 corporations. His broad range of both technical and managerial experience includes program management of million-dollar multimedia projects for a leading defense contractor, creation and growth of a company that provided computer software training services throughout southern New England, and 22 years of Naval service; both active and reserve. As a graduate of the US Naval Academy, Tim currently holds the rank of CDR in the Naval Reserves. He was also an elected official to the Westerly (RI) School Committee. Dr. Dowding is currently a Professor-in-Residence of OPIM.

**Mohammad Elahee**<sup>®</sup> is a professor of International Business at Quinnipiac University. He received his P.h.D. in International Business and Marketing from The University of Texas-Pan-American in Texas and his MBA with a concentration in finance from the University of New Brunswick-Fredericton, Canada. Previously, he has served on the faculties of The University of Dhaka, Bangladesh and the Universidad de Monterrey, Mexico. He also held visiting positions at the Ecole Supérieure Commerce at Rennes, France and at the Sa'dat Academy for Management Sciences in Cairo, Egypt. Professor Elahee teaches at both undergraduate and graduate levels and has received a teaching excellence award at the Universidad de Monterrey, Mexico. His scholarly works on a wide variety of topics have appeared in a number of peer reviewed journals. He has served as a reviewer for several academic journals and as a reviewer for the Title VI grant applications for the US Department of Education. Along with his colleagues at the Quinnipiac International Business Department, Dr. Elahee has co-authored a text titled, "The Challenges and Opportunities of Globalization and International Business" which has also been translated to Chinese. Professor Elahee has also provided management development training on cross-cultural negotiations to different organizations and trade groups.

**John Elliott**<sup>™</sup> is currently the Dean of the UConn School of Business as well as Auran J. Fox Chair in Business. He was most recently the Dean at the Zicklin School of Business at Baruch College, which is part of the City University of New York (CUNY), Vice President of Baruch College, and the Irwin and Arlene Ettinger Professor of Accountancy. Dean Elliott received his BS and MBA degrees from the University of Maryland and his Ph.D. degree from Cornell University. Prior to accepting the Deanship at the Zicklin School, he spent 20 years on the faculty at Cornell University's Johnson Graduate School of Management, most recently as Associate Dean for Academic Affairs.

**Anne Evans**<sup>®</sup> is the district director for the U.S. Department of Commerce, Commercial Services Division. As a branch of the Commerce Department's International Trade Administration, Commercial Services works to help small- to medium-sized companies develop and achieve exporting goals. Evans also works with Junior Achievement, promoting her belief that young people should be valued as the businesspeople of the future.

**Timothy Folta**<sup>™</sup> joined UConn after 15 years on the faculty at Purdue University's Krannert Graduate School of Management where he most recently served as an associate professor of Management and held the Brock Family Chair of Strategic Management. In addition to his many

academic appointments at Purdue, Folta is a visiting professor at LUISS Guido Carli in Rome, a 2012 fellow to the University of Strasbourg in France, and is the 2009-2010 recipient of the Fulbright Special Award for the 60th Anniversary of the Fulbright Program in Italy. His research and teaching examine both entrepreneurship and corporate strategy, analyzing how uncertainty constrains behavior, and how managers and entrepreneurs use organizational design and scope decisions to cope with uncertainty. He teaches undergraduate, MBA, Executive MBA, and Ph.D. students, and was Director of BIOMEDSHIP, a program designed to study and provide leadership in biomedical entrepreneurship and innovation. He is the recipient of several Best Paper awards and has been published in several publications including *Management Science*, *Organization Science*, *Administrative Science Quarterly*, *Industrial and Corporate Change*, *Journal of Business Venturing*, *Strategic Management Journal*, *Managerial and Decision Economics*, and *Journal of Economic Behavior and Organization*. Folta serves on the Editorial Boards for the *Strategic Management Journal*, *Strategic Entrepreneurship Journal*, *Strategy Science*, and *Journal of Business Venturing*. Folta holds a Ph.D. in Management from Purdue University (West Lafayette, Indiana).

**David Freeman\*** is Director, President and Chief Executive Officer of Lydall, Inc., a \$230 million New York Stock Exchange company whose subsidiaries manufacture technologically advanced engineered materials for demanding specialty applications. Mr. Freeman joined the Company in July, 2003 and has been a member of the Board of Directors since his election on December 2, 1998.

Born in 1944 in Gateshead, England, he is a Fellow of the Institute of Chartered Accountants. After graduation in 1965, he began his career with an engineering company in the northeast of England. Mr. Freeman is a graduate of the 1988 Harvard Advanced Management Program. Mr. Freeman joined the faculty of Central Connecticut State University as Distinguished Professor of International Business. He left this position in June 2003 to take up his current position with Lydall, Inc. Mr. Freeman also serves on the board of the Main Street America Group and is on the Advisory Board of Horst Engineering and Manufacturing Co. He is a member of the Central Connecticut State University, Dean of the School of Business Advisory Council and is a Trustee of The Mark Twain Memorial in Hartford.

**Chinmoy Ghosh** serves as Department Head of Finance and is a Gladstein Professor of Business and Innovation at the UConn School of Business. There he also serves as Director of the Student Managed Fund and Executive Director of the Financial Accelerator project. Dr. Ghosh received a Ph.D. from Pennsylvania State University, his M.B.A. from Indian Institute of Management, and a B.S. from the University of Calcutta. Professor Ghosh studies issues related to corporate control, asset pricing in capital markets, dividend policy, capital structure policy, and the impact of corporate decisions on common stock prices.

**Joseph Golec** is a Professor of Finance at the University of Connecticut. He received his B.A. in Economics from Trinity College in Hartford, Connecticut. He earned an M.A. and Ph.D. in Financial Economics from Washington University in St. Louis, Missouri. After teaching finance at Clark University in Worcester, Massachusetts, he joined the Finance Department at the University of Connecticut in 2000. He teaches Investments, Financial Institutions, and Healthcare Finance. His recent work in healthcare examines how reimportation of pharmaceuticals in Europe affects research and development spending by pharmaceutical

companies. Recent publications include "Pharmaceutical Reimportation: The European Experience and What We Can Expect," coauthored with John Vernon in *Managed Care*, June 2004.

**Xiaohong He**<sup>\*</sup> is currently Professor and Chairperson of the International Business Dept., School of Business, Quinnipiac University. She received her Ph.D. from The University of Texas at Dallas in International Management Studies. She has many years of experiences in both the academic world and in industries; in engineering field and in business; and in the U.S. and in the P.R. China. In China, she was an engineer and researcher for China Academy of Mechanization Sciences for 8 years. In the U.S. she served as VP of China Auto Import Company and Director of Far East Business Development of Greyhound Lines, Inc. Her research interests include international trade, foreign direct investment, and multinational corporations. She has published more than 30 papers and also authored/edited books. Her recent coauthored books include *Study Abroad: A Path to Lifetime Learning*, published by the UConn CIBER in 2004.

**Shareen Hertel**<sup>\*</sup> is an Associate Professor in the Department of Political Science at the University of Connecticut, jointly appointed with the Human Rights Institute at UConn. She received her both her M.S. and Ph.D. in Political Science from Columbia University. Her research focuses on changes in transnational human rights advocacy, with a focus on labor and economic rights issues serving as the University's co-founder of the Economic Rights Reading and Research Group. She has conducted fieldwork in factory zones along the US-Mexico border, in Bangladesh's garment manufacturing export sector, and in the multilateral trade arena.

**Mohamed Hussein**<sup>\*,\*</sup> has taught in UConn's undergraduate, MBA, EMBA, and doctoral programs. He has served as resident director of UConn's Program in European Studies at the University of Maastricht, The Netherlands, and was the Andersen Consulting Faculty Fellow at the University of Connecticut. Dr. Hussein also served as interim Dean of the School of Business from 2006 to 2008. He is currently a Professor and the Department Head of Accounting at the University of Connecticut. Dr. Hussein's research has been published in journals such as *Accounting, Organizations and Society*; *Auditing: A Journal of Practice & Theory*; *International Journal of Accounting*; *Journal of Accounting, Auditing, and Finance*; *Journal of Accounting & Public Policy*; *Research in Accounting Regulation*; *Connecticut CPA Quarterly*; *Financial Executive*; and the *International Journal of Management*. He has also written a book on accounting and control systems for small business and a guide to starting a small business in the State of Connecticut.

**Subhash Jain**<sup>\*</sup> Ph.D., Professor Emeritus, served as CIBER Director from 1995 - 2014. He was also Director of the GE Global Learning Center (GEGLC) at the UConn. His teaching, consulting, and research activities include global market strategy, export management, and global negotiations. Dr. Jain is the author of more than 100 publications, including articles in the *Journal of Marketing Research*, *Journal of Marketing*, *Journal of International Marketing*, *Journal of Economic Abstracts*, *Long Range Planning*, *Journal of Applied Psychology*, and *Columbia Journal of World Business*.

Dr. Jain has presented seminars, both in the United States and abroad, and has frequently served as a consultant to such organizations as Xerox Corporation, General Electric, Aetna Life & Casualty, GATT (now WTO), United Technologies Corporation, Mead Corporation, General Motors, NCR, Control Data, Pitney Bowes, and Corning Glass. He has advised governmental agencies in Malaysia, Chile, India, Pakistan, St. Lucia, Kenya, and Indonesia on their trade problems. He has been invited to make presentations to the members of the General Assembly at the United Nations in New York on international business issues.

**Timothy Kirchmann\***<sup>®</sup> is a Senior Brand Manager at the LEGO Group taking a marketing lead on LEGO Architecture, "Cuusoo" fan creations, and oversees a brand group. Since joining LEGO in 1998, Mr. Kirchmann has worked in Market Intelligence, Consumer Insights, and on an international team for the LEGO Master Building Academy. Before working at LEGO Mr. Kirchmann worked in marketing at Target in his home state of Minnesota. He has a Masters in International Management from the University of St. Thomas, where he studied extensively in Poland.

**Michele Metcalf** has served as the Assistant Director of the UConn CIBER since 2006. Ms. Metcalf completed her B.A. in Anthropology and Urban Studies with a minor in Women's Studies at the University of Connecticut. As an undergraduate, she travelled to the Dominican Republic and studied the role of women in society. During her M.A. studies, she has spent time in Puerto Rico and become proficient in Spanish. She expects to complete her M.A. in International Affairs by August 2014. Ms. Metcalf's research focuses on Corporate Social Responsibility. She is known locally as an expert on the UN Global Compact and has participated in several UN events. She was instrumental in UConn's joining the Principals of Responsible Management Education (PRME) group and completed the required annual report.

**Kathryn Myers\*** is a Professor of Painting at UConn. She earned her BA in Art from Saint Xavier University in Chicago and her MFA in painting from the University of Wisconsin, Madison. Prior to joining UConn she was an assistant professor at the Columbus College of Art and Design in Ohio. Her artistic interests include figurative painting and photography, and her recent research has been focused upon folk, popular and contemporary arts of India. Grants include a Fulbright Senior Lecture fellowship to India, a Connecticut Commission on the Arts Individual Artists Fellowship and exhibitions at Aurodhan Gallery in Pondicherry, India, Lenore Gray Gallery in Providence, RI and Symbol Gallery, New York, NY.

**Suresh Nair\*** is a Professor and Dun & Bradstreet Research Fellow in the Operations & Information Management department. He has a Ph.D. and MS from Northwestern University and joined UConn in 1988. Dr. Nair's research interests are in applying optimization techniques to problems in Services, Manufacturing, Marketing, and Finance. He specializes in the modeling of financial service operations, technological change, new product and service design. He has published in Management Science, Interfaces, Naval Research Logistics, IIE Transactions, IEEE Transactions in Engineering Management, Decision Sciences, Decision Support Systems and European Journal of Operational Research. Dr. Nair serves on the Editorial Boards of *Production and Operations Management* and *IEEE Transactions in Engineering Management*. Dr. Nair was part of the team that won the 2002 Wagner Prize for Excellence in the Practice of Operations Research. Dr. Nair serves as the national Chair of the Financial Services Section of INFORMS,



the Institute for Operations Research and Management Sciences. He has presented his work at various financial service firms and at universities in India.

**Katherine Pancak** is Professor in Residence of Finance and Real Estate at the University of Connecticut at Stamford. Her specialties are real estate and real estate law. In 2013, Professor Pancak was named one of the Top 100 Most Influential Real Estate Leaders by Inman News; the list "recognizes those who embody leadership, ingenuity, strength, conviction, power, persistence, perseverance and progress—their voices and actions can move the industry toward change." She teaches both live and online undergraduate and graduate courses in real estate and finance, including Real Estate Principles, Financial Management, and Personal Finance. The School of Business has honored Professor Pancak for her dedication to her students, naming her the recipient of the 2004 and 1998 School of Business Undergraduate Teaching Awards and the 2001 School of Business Innovation in Teaching Award. In 2008, she was named national Real Estate Educator of the Year by the Real Estate Educators Association, and received a citation of appreciation from Connecticut Governor Jodi Rell.

**Joseph Pancras** Associate Professor of Marketing Joseph Pancras uses quantitative techniques to study targeted marketing and firm spatial competition in digital contexts such as mobile and online promotions as well as the interaction between digital and traditional marketing promotions. He also studies the effects of poaching and retail competition in the area of online paid search advertising, and firm and distribution channel competition in the context of targeted marketing and customer relationship management. His research has been published in *Journal of Marketing Research*, *Management Science*, *Journal of Retailing* and *Journal of Interactive Marketing*. His 2007 paper titled 'Optimal Marketing Strategies for a Customer Data Intermediary' won the 2008 Donald Lehmann award for best dissertation-based paper in the *Journal of Marketing Research* and his 2008 paper titled 'Cross Buying in Retailing: Drivers and Consequences' won the 2010 William Davidson award for best paper in the *Journal of Retailing*. Dr. Pancras has several years of industry experience in custom marketing research in leading research groups such as Kantar and Taylor Nelson-Sofres, and brings these experiences to bear on his research and teaching.

**Shyamala Raman** currently serves as Professor of Economics and International Studies and as Director of International Studies at Saint Joseph College where she was the recipient of the 2005 Saint Joseph College Caritas Award. Dr. Raman received her M.B.A. and Ph.D. from the University of Connecticut and also holds degrees from Wesleyan University and Madras University, India.

**Yuhang Rong** earned a Bachelor of Arts degree in English from East China Normal University, a Master of Arts in education administration from West Virginia University, and a Doctor of Philosophy in professional higher education administration from the University of Connecticut with partial completion from the University of Wisconsin-Madison. He has worked in the fields of student affairs, international affairs, and academic affairs in higher education, as well as in the area of teacher quality enhancement in K-12 education. He has authored and/or administered grants from the United States Department of Education, including the Title II Teacher Quality Enhancement Grant and the Transition to Teaching Grant. He has also served as

a federal grant technical reviewer for the United States Department of Education. He is the recipient of the American College Personnel Association Annuity Award and the Manuscript of the Year Award by the Journal of College and University Student Housing. In 2003, the Governor of the State of Connecticut and the Connecticut General Assembly recognized him for his professional and civic contribution to the state as a first generation immigrant. In the 2005-2006 academic year, he was selected and served as one of the Ford Foundation supported associates for the National Center for Public Policy and Higher Education. Since 2007, he has served for the National Council for Accreditation of Teacher Education (NCATE) as a member of the Board of Examiners, and has chaired accreditation visiting teams to numerous institutions. In 2011, he was appointed to be a member of the Board of Examiners Advisory Panel by the NCATE.

**Admasu Tsegaye** Admasu Tsegaye is Addis Ababa University's 10th President since March 2011; the largest and oldest higher Education Institution in Ethiopia. He holds a BSc degree from Alemaya College of Agriculture and MSc and PhD degrees in Crop Ecology and Resource Conservation from Wageningen University, The Netherlands. Dr. Admasu Tsegaye has also participated in several international trainings in higher education including Transforming Tertiary Education for Innovation and Competitiveness, World Bank Institute Washington, DC, USA; Management of Higher Education Institutions, Galilee College, Israel; Change Agendas in Higher Education Institutions, Center for International Cooperation-Vrije University Amsterdam; and Higher Education Management Training, University of Warwick.

Dr. Admasu Tsegaye started his research career in 1984 as an Assistant Research Officer at the Institute of Agricultural Research in Hawassa. He joined the Awassa College of Agriculture (now Hawassa University) in 1986 as a full-time faculty member and became Assistant Professor in May 2002 and Associate Professor in September 2007.

**Sushil Vachani**\*% is a Professor of Strategy and Innovation at Boston University's School of Management. Previously served as Special Assistant to Boston University's President and as a member of the President's Council on a Global University. In the 1990s, he served as the Director of Boston University's International Management Program in Kobe, Japan, for five years. He has also served as Chair of the Strategy & Policy Department and as Faculty Director of the Doctoral Program. Dr. Vachani has been a core faculty member for the Boston University Executive MBA program for several years, and has been awarded the John Russell award for teaching excellence by the Executive MBA students twice.

Dr. Vachani has a doctorate in international business from Harvard Business School, a Postgraduate Diploma in Management from Indian Institute of Management, Ahmedabad and an undergraduate degree in engineering from Indian Institute of Technology, Kanpur. Dr. Vachani has extensive managerial and consulting experience, having worked as a consultant with the Boston Consulting Group, where he was involved with designing business strategies for American, Japanese, and European multinationals. He also worked in India as a research engineer with the Dutch electronics multinational, Philips, as a member of the Tata

Administrative Service, the core executive cadre of the Tata Group, and as a finance manager with Tata Motors.

**Cathy Schlund-Vials\*** is the author of *Modeling Citizenship: Jewish and Asian American Writing* (Temple University Press, 2011) which examines the interplay between citizenship, performance, and immigration policy in the literatures of two “model minority” groups. Her essays have been published and are forthcoming in *Life Writing*, *Journal of Asian American Studies*, *MELUS*, *Modern Language Studies*, *American Literary History*, *positions*, *Embodying Asian/American Sexualities* (edited by Gina Masquesmay and Sean Metzger), *Transnationalism and the Asian American Heroine* (edited by Lan Dong), *War Baby/Love Child: Mixed Race Asian American Art* (edited by Laura Kina and Wei Ming Dariotis), and *Asian American Identities and Practices* (edited by Jonathan H.X. Lee). She has recently completed her second book, *War, Genocide, and Justice: Cambodian American Memory Work* (University of Minnesota Press, forthcoming 2012), which engages genocide remembrance and juridical activism in Cambodian American literature, film, and hip hop. In addition to two edited collections, Dr. Schlund-Vials is currently working on a third monograph, tentatively titled “Imperial Coordinates,” which engages a spatial reading of U.S. imperialism through Asian American writing about militarized zones, internment camps, and relocation centers. Recently granted tenure and promoted to associate professor, Dr. Cathy J. Schlund-Vials holds a joint appointment in English and the Asian American Studies Institute. Since her arrival to UConn in 2007, she has served as the Institute’s Associate Director (2009-2011) its Interim Director (2011-2012), and is now its Director (2012 – present).

**Gim S. Seow\*** has taught at the University of Connecticut since 1991 and has served as director of the Accounting Ph.D. Program since 2001. Currently an Associate Professor of Accounting, he teaches financial accounting at the graduate and undergraduate levels and the capital markets seminar at the doctoral level. During 1997-98, he served as an Academic Fellow at the Financial Accounting Standards Board, contributed to the Derivatives and Hedging Project, and helped develop the Derivatives Training Manual. In July 1999, he taught a capital markets research seminar for Ph.D. students at the Shanghai University of Finance and Economics and was invited to speak at the Chinese Accounting Professors' Association Doctoral Consortium. He was an expert witness in a contamination case between the Environmental Protection Agency and Washington Natural Gas. Currently, he consults for major U.S. firms on hedging and derivatives accounting.

**Anand G. Shetty\*\***, Ph.D., is a Professor of Finance, Business Economics and Legal Studies at the Hagan School of Business, Iona College. The area of his research and teaching interest is international trade and finance. He has been a member of the Hagan International Business Committee and has been involved in designing international business curriculum and organizing seminars and symposiums on international business related issues. He has also been associated with Annual International Business & Economy Conference organized by a consortium of colleges from the U.S. and abroad as a review chair for three years. He was a member of the Hagan Team that visited Russia in the early 1990s and made presentations on Free Market System and later established and ran a joint business program in Moscow. His research and publications cover currency risk, international mergers, international capital flows, international investment, international financial crisis, globalization, regional economic integration, and

internationalization of business education. He has coauthored a book by the title, *Finance: An Integrated and Global Approach*. He was a member of the Advisory Council of the UConn CIBER and the editorial board of *Studies in Economics and Finance Journal*.

**Lakshman Thakur**<sup>✓</sup> received his B.Sc. from Bombay University in Mathematics and Physics in 1963, his doctorate from Columbia University in Operations Research and Industrial Engineering in 1971, and is an Associate Professor of Operations and Information Management at University of Connecticut. He has over twenty-five years of experience in teaching, consulting and research on optimization under resource constraints with numerous refereed publications. He has been consultant to IBM on Manpower Planning with Risk Assessment and Product Warranty Systems, as well as a senior consultant and Director of Management Science in a consulting organization. He served as an associate editor of Naval Research Logistics journal from 1993-2003. His current research focuses on production scheduling, product design, and facility location problems.

**Megan Torrey**<sup>®</sup> is the Executive Director of the World Affairs Council of CT and has been for the past 11 year. She is responsible for producing world class programming and helping to educate the community on global affairs. Recently, Torrey implemented a nation-wide World Affairs Council series focused on global women's health, helped pilot a leadership mission to Brazil and produced a mini-documentary on Henry Kissinger that featured several former secretaries of state. She has facilitated the visits of several world leaders to the Council in Hartford. During her time at the WACCT, the Council has expanded the scope and reach of its programming by implementing new technology and communications initiatives. Ms. Torrey has two degrees in international relations and diplomacy. Her research interests include inclusive security and the role of women in post-conflict situations and citizen participation in foreign policy. Before joining the World Affairs Council in 2003, she worked with UNESCO's International Year for the Culture of Peace at the headquarters in Paris and at the United Nations International Training and Research Institute for the Advancement of Women. A member of several professional organizations, Torrey has traveled extensively all over the world.

**Diane Van Scoter**<sup>•</sup> is an Assistant-Professor-In-Residence and the co-director of the Management and Engineering for Manufacturing undergraduate program from the School of Engineering. Prior to her Ph.D. work in Industrial Engineering at Oregon State University, she has over 30 years of industrial experience as an engineer, consultant, and project manager, working with UPS, Deloitte, W.J. Schafer Associates, the U.S. Air Force, and Boeing. In these roles she has lived and worked in research and industrial centers in England, France, Germany, Lichtenstein, Russia, South Africa, and Switzerland. This experience brings a global perspective to the MEM program and her teaching. She has also worked on international academic initiatives with Germany and Sweden, and is affiliated with UConn's department of Material Science and Engineering.

**Manuela Wagner**<sup>•</sup> holds an M.A in English studies and Marketing and a Ph.D. in English studies with a specialization in linguistics from Graz University, Austria. During her graduate studies she spent 2 years in the baby lab of Psychophysics in the department of Neurophysiology at the Max-Planck-Institute for Brain Research in Frankfurt/Main, Germany, and 3 years in the Department of Human Development and Psychology at the Harvard Graduate School of

Education. Her research interests include pragmatic development in first and second language acquisition, world language teaching methodology, intercultural communication, communicative development in special circumstances, and humor in the world language classroom. As director of the Critical Languages Program Manuela also engages in research in less commonly taught languages. She teaches courses in world language teaching theory and pedagogy, pragmatics, introduction to linguistics, as well as German language and culture.

**Daniel Weiner\*** is the Vice Provost for Global Affairs at the University of Connecticut where he is also a professor of Geography. He obtained his B.A., M.A. and Ph.D. from Clark University in Massachusetts. Prior to his arrival at The University of Connecticut, he worked at Ohio University, West Virginia University and The University of Toledo. He has had publications in many books such as; *Transforming Southern African Agriculture* (1992), *No More Tears: Struggles for Land in Mpumalanga, South Africa* (1997), and most recently, *Community Participation and Geographic Information Systems* (2002).

**Robert Werner\*\*** is past president and chairman of Timex India and current president of Dua Consulting Inc., the U.S. arm of a New Delhi, India-based consulting group. Mr. Werner oversaw the expansion of TIMEX India's success, and established a joint venture company. He has field experience, corporate management, financial and administrative experience in the manufacturing sector in India. Prior to his time at Timex, Mr. Werner held senior positions in development and finance department at Continental Can Co. and WR Grace.

**Richard A. Wilson\*** is the Gladstein Chair of Human Rights and Director of the Human Rights Institute at the University of Connecticut. He obtained his BSc. and PhD from the London School of Economics and Political Science, and taught in British universities for 14 years at the University of Essex and the University of Sussex. He is the author of numerous works on political violence and social movements in Guatemala, including the book *Maya Resurgence in Guatemala* (1995). His research on questions of memory, truth and justice and the South African Truth and Reconciliation Commission led to the monograph *The Politics of Truth and Reconciliation in South Africa: legitimizing the post-apartheid state* (2001, Cambridge University Press). He has edited or co-edited five books; *Low Intensity Democracy: political power in the new world order* (1993) *Human Rights, Culture and Context* (1997), *Culture and Rights* (2001) and *Human Rights in Global Perspective* (2003) and most recently, *Human Rights and the 'War on Terror'* (Cambridge University Press, 2005). He has been a visiting Professor at the University of Oslo, Norway, the New School for Social Research and the University of the Witwatersrand, South Africa, and acted as a consultant for intergovernmental and non-governmental organizations working on human rights issues. He was a member of a technical committee that produced the Report *Children and the Truth and Reconciliation Commission for Sierra Leone. Recommendations for policies and procedures for addressing and involving children in the TRC*, presented to the UN Security Council in 2002. Presently he is writing a comparative study of the historical accounts of four international criminal tribunals (ICTY, ICTR, ICC and Cambodia Tribunal), and developing a research and teaching project (with historian Richard Brown) on 'The Foundations of Humanitarianism' which examines social movements to end the suffering of others during the eighteenth and nineteenth centuries. He serves on the editorial boards of *Critique of Anthropology*, *Journal of the Royal Anthropological Institute*, *Journal of Human Rights and Social Justice*.

**Ashagre Yigletu**<sup>%</sup> is the Associate Dean and MBA Director at Southern University and A&M College, College of Business. Dr. Yigletu is also a Professor of Economics. Dr. Yigletu received his Masters in Economics and his Ph.D. in Economic Sciences, both with International Economics focuses, from Belgrade University. He has held numerous Administrative roles, including Deputy Prime Minister for Social Affairs representing the Government of Ethiopia in several rounds of conflict resolution talks. Dr. Yigletu has served in his current position as Associate Dean and MBA Director since 2006. He is well published in many top journals, such as the *Review of Economics & Finance*, *The Business Review, Cambridge*, and the *Southwest Business and Economics Journal*, among many others.

## **EXHIBIT 16**

### **Budget Notes 2014 - 2018**

1. All figures for faculty and staff salaries in the proposal are based on either the nine-, ten-, or twelve-month salaries of the individuals involved, depending on their terms of employment. Salary figures are based on contractual projections for 2014-2018 provided by the UConn Office for Sponsored Programs. Faculty salaries are on a nine- or ten-month pay scale, and faculty receive summer pay for special research or administrative projects.
2. Salaries for graduate assistants are based on projections for 2014 through 2018 provided by the UConn Research Foundation. All graduate assistant salaries are for a nine-month academic year.
3. Fringe benefits are based on union-negotiated contracts with the University for 2014 through 2018, as projected by the Office for Sponsored Programs. The fringes of full-time faculty are calculated at between 36.4% (2014-2015) and 40% (2017-2018) of salaries for the federal portion and between 45.3% (2014 – 2015) and 52.3% (2017-2018) for the UConn match. Benefits for professional staff are calculated at between 53.8% (2014-2015) and 53% (2017-2018) of salaries for the Federal portion and between 93.2% (2014-2015) and 100% (2017-2018) for the UConn match. Fringe benefits for graduate assistants are calculated at between 17.6% (2014-2015) and 35% (2017-18) of salaries. The benefits for professors on summer salaries range from 23.4% (2014-15) to 25% (2017-2018). Student worker fringe benefits are assessed between 5.2% (14-15) and 7% (17-18) of salaries. Fringes for full-time staff and faculty include retirement benefits, medical and dental care, FICA, unemployment compensation and worker's compensation. Benefits for grad assistants include medical care and worker's comp, while those for student workers only include worker's comp. Fringe benefit rates are subject to change based on new union contracts with the University. An 8% indirect cost has been applied to the total direct costs (minus equipment) of the U.S. Department of Education.

### **CIBER ADMINISTRATION**

The following costs pertain to administration of the UConn CIBER in each of the four grant years:

1. Personnel
  - a. The Executive Director of CIBER will devote 5% of his time to CIBER activities and administration/oversight.
  - b. The Faculty Director of CIBER will devote 30% of her time to CIBER activities, administration, and oversight.
  - c. The Director of CIBER will devote 70% of her time during the academic year to the designing, development, implementation, and oversight of CIBER activities, and to CIBER-associated research. This position is classified as Executive Director, UCP10.

- d. The Associate Director will devote 100% of her 80% position to CIBER. Dept. of Ed. funding is requested for 50% of salary and benefits; UConn will provide matching funds for the other 50%. This position is classified as Program Manager, UCP 7. The Associate Director will be responsible for the design, development, and implementation of CIBER activities, and for CIBER's day-to-day operations.
  - e. The Program Assistant will devote 100% of his / her time to CIBER. For year 1, UConn will provide 100% funding for this position. For years 2 – 4, Dept. of Ed funding is requested for 50% of salary and benefits; UConn will provide the matching funds for the other 50%. This position is classified as Program Assistant 2, UCP 3. The Program Assistant will be responsible for assisting the Associate Director and Director with programs and paperwork.
  - f. The faculty Project Managers will all devote 20% of their time during the academic year to management of CIBER activities. This time is donated by UConn as part of matching funds.
  - g. Dept. of Ed funding of \$8,000 plus fringes is requested each year of the grant for student labor costs as follows. Student workers, typically undergraduate business students, will provide clerical support to CIBER staff.
  - h. UConn will provide 2 graduate assistants to support the program. Their cost includes stipend and tuition.
2. Travel
- a. Dept. of Ed. funding of \$5,000 per grant year is requested to provide funds for the Directors. Project Managers to travel within Connecticut or to neighboring states for CIBER-related meetings and activities. \$1,000 per year is also requested for the Directors' travel to Washington to meet with Dept. of Ed. officials and staff.
  - b. Dept. of Ed. funding of \$7,000 per grant year is requested for the travel of the Directors to attend the annual CIBER Directors meeting. Money is also requested to defray the travel expenses of the Directors in attending other CIBER conferences as follows: Year 1 \$5,000; Year 2 \$5,000; Year 3 \$5,000; Year 4 \$5,000.
3. Supplies/Equipment
- a. The UConn School of Business will provide \$5,000 per year in matching funds for supplies, postage, fax, and phone charges. \$3,000 is requested from the Dept. of Ed.
  - b. \$2,000 in equipment is requested from DOE in Years 1 and 2, to purchase equipment for our travel kits (cell phone, adapter, etc). UConn will provide \$2,000 per year in updated computer hardware and software.



4. Other

- a. DOE funding of \$3,000 every other year is requested for the honorarium and travel expenses of the outside evaluator of the UConn CIBER. \$1,000 will be used to pay the honorarium (\$500 per day for 2 days) years 1 and 3, and \$2,000 will be used to pay for airfare, lodging, meals and ground transportation

**CIBER ACTIVITIES**

**1a. Internationalization of the MEM Program (with emphasis on competing globally)**

*The cost for this activity can be found in activity 5c.*

**1b. Short-term Study Abroad (STSA) - MEM**

*Federal Funds*

We request \$5,000 in year 1 for travel funds to plan and develop this new program.

**1c. STSA – May Term**

*Federal Funds*

We request \$5,000 in year 3 for travel funds to plan and develop this new program.

**1d. STSA – CT CC Network**

*Federal Funds*

We request \$5,000 in year 1 for travel funds to plan and develop this new program.

b

**1e. Internship / Apprenticeship Materials**

*Federal Funds*

We request \$1,000 per year in supplies to produce online and physical resources.

**1f. Domestic STSA for Manufacturing**

*Federal Funds*

We request \$5,000 in year 1 to develop and implement this program. A portion of this money may be used for scholarships.

**1g. Strategic Policy Questions Initiative**

*Federal Funds*

We request \$5,000 per year to provide incentives to UConn faculty to lead teams of students for this project.

**1h. Export Accelerator**

*Federal Funds*

Funding for this project is associated with 2g.

**1i. Study Abroad Scholarships and Awards Dinner**

*Federal Funds*

We request \$1,500 per year for the Annual International Business Awards Dinner.

*UConn Funds*

We will provide \$16,000 in scholarships for Study Abroad.

**1j. CIBER Case Challenge**

*Federal Funds*

We request \$8,000 per year to support the CIBER Case Challenge.

**1k. CIBER International Quiz Bowl**

*Federal Funds*

We request \$2,000 per year to run this program including snacks during the event, space, equipment, etc.

We also request an additional \$1,000 in year 1 for startup costs, including the perpetual trophy, promotional materials, and other costs as needed.

**1l. Global Business Leadership Seminar Series**

*Federal Funds*

We request \$2,000 per year for this program. Costs include speaker travel, food, and lodging, hall rental, certificates, postage, snacks, and honorariums.

**1m. International Business Society**

*Federal Funds*

We request \$750 per year to support this program.

**1n. CGBP Training**

*Federal Funds*

We request \$500 per year in years 3 & 4 for space, materials, and snacks for these workshops.

**1o. Overseas Courses**

*Federal Funds*

We request \$5000 in year 1 in travel money to develop the course.

**1p. International Case Competition**

*Federal Funds*

We request \$3,000 in years 1 and 2 to support this program.

*UConn Funds*

We will provide \$5,000 per year to support this program.

**1q. Consulting Projects for U.S. Manufacturers**

*Federal Funds*

We request \$3,000 per year for this project. In year 1 the money will be used for travel to SUBR and associated setup costs. In years 2 – 4, the money will be used for faculty incentives.

**1r. Young Professionals Speaker Series**

*Federal Funds*

We request \$1,500 per year to co-sponsor this series.

**1s. STSA - MSFRM**

*Federal Funds*

Funding for this project will come from activity 5c.

**1t. Global Fellows Program**

*Federal Funds*

We request \$1,000 per year for the materials, space, and snacks for this program.

*UConn Funds*

UConn will provide \$6,000 per year for the fellowships for this program.

**1u. Negotiation Workshops**

*Federal Funds*

We request \$2,000 per year, in years 2 - 4, for this program. In year 2 the money will cover travel for the simulation creator to test the simulation with MBA students at SUBR and UConn. In years 3 – 4 the money will be used for space, snacks, and materials to hold the workshops.

**1v. Overseas Seminar Fellowship**

*UConn Funds*

UConn will provide 2, \$1,500 fellowships to offset travel costs to participate in this program each year.

**1w. Departmental International Business Workshops**

*Federal Funds*

We request \$1,500 per year to pay for travel expenses to bring in an international business research expert for this series.

**1x. Dissertation Fellowship**

*Federal Funds*

We request \$3,000 per year to give 2, \$1,500 fellowships to PhD students.

**1y. Internationalizing Doctoral Education in Business Consortium and Conference**

*Federal Funds*

\$4,500 is requested in years 2 & 4: \$2,000 for the consortium fee and \$2,500 to register 5 students.

**2a. Symposium on Manufacturing Perspectives of the U.S. vis-à-vis Competing Nations**

*Federal Funds*

We request \$1,000 per year to pay for travel expense for an executive speaker for this program.

**2b. Symposium on Research**

*UConn Funds*

UConn will provide \$500 per year for space, snacks, and materials for this program

**2c. Seminar on the Role of Government in Encouraging Manufacturing in the U.S.**  
*Federal Funds*

We request \$1,000 in year 1 for travel expenses, snacks, and materials.

**2d. Seminar on Technology's Role in Reviving U.S. Manufacturing**  
*Federal Funds*

We request \$1,000 in year 2 for travel expenses, snacks, and materials.

**2e. Seminar on Corporate Policy in Enhancing U.S. Manufacturing**  
*Federal Funds*

We request \$1,000 in year 3 for travel expenses, snacks, and materials.

**2f. Seminar on Energy and its Effect on the Manufacturing Industry**  
*Federal Funds*

We request \$1,000 in year 4 for travel expenses, snacks, and materials.

**2g. Export Accelerator**  
*Federal Funds*

We request \$5,000 per year for faculty incentives for this program.

**2h. Education Research Conference**  
*Federal Funds*

We request \$9,000 in years 2 & 4 for housing, catering, and materials for this conference.

**2i. Resource Guides for Business Language Teachers**  
*Federal Funds*

We request \$4,000 in year 1 for stipends for this program.

**2j. National Business Language Conference**  
*Federal Funds*

We request \$2,000 per year to sponsor this conference.

**3a. The Export Academy**  
*Federal Funds*

We request \$12,000 in years 2 & 3 for this program. We anticipate using \$9,000 for honorarium for the 12 seminar leaders. The additional \$3,000 will be used for travel, materials, and related expenses.

*Other Funds*

MCC will provide the space for this program.

**3b. CIBER / KPMG Seminars on Changing Global Society**  
*Federal Funds*

We request \$2,000 per year for this program for webcasting, catering, materials, and travel for speakers.

### **3c. Programs on Current Topics that Impact U.S. Competitiveness**

#### *Federal Funds*

We request \$4,000 per year to co-sponsor these programs.

### **3d. Forums for Large Multinational Firms**

#### *Federal Funds*

We request \$4,000 per year to co-sponsor these programs.

### **3e. CGBP Training**

#### *Federal Funds*

We request \$10,000 in travel expenses and registration fees in year 1 for 4 people to attend CGBP training. We request \$1,600 in year 2 to pay for the CGBP credentialing exam for those 4 people. In years 3 & 4, we request \$4,000 for materials, catering, and other necessary expenses to host training sessions.

### **3f. Riddle of the Exporter**

#### *Federal Funds*

We request \$1,000 per year to sponsor this program.

### **3g. Strategic Policy Initiative**

#### *Federal Funds*

We request \$5,000 per year for incentives for faculty to lead these projects.

### **3h. Entrepreneurial Boot Camp for Veterans**

#### *Federal Funds*

We request \$5,000 in year 4 for this program.

### **3i. Global Economic Trends Lecture**

#### *Federal Funds*

We request \$5,000 per year to host this lecture.

### **3j. Quarterly Meeting of IB Stakeholders**

#### *Federal Funds*

We request \$2,000 per year for this program for materials and other necessities.

### **3k. National District Export Council Meeting**

#### *Federal Funds*

We request \$1,000 per year to support this initiative. This includes \$500 in travel.

### **4a. FDIB Green Business: (Australia)**

#### *Federal Funds*

We request \$8,000 per year in travel money to support two registrations fees & travel for this program.

#### *UConn Funds*

UConn will provide \$8,000 per year in scholarships to participants from MSIs or CCs.

**4b. FDIB India**

*Federal Funds*

We request \$6,000/year in travel money to support 2 registration fees and travel for this program

*UConn Funds*

UConn will provide \$5,000/yr in scholarships to participants from MSIs or CCs

**4c. Other CIBER FDIB Programs**

*Federal Funds*

We request \$8,000/year in travel money to support 2 registration fees.

**4d. Virtual FDIB**

*Federal Funds*

We request \$5,000/yr in years 1 & 2 for registration fees for FDIBs to support this program.

**4e. International Business Teaching Roundtables**

*Federal Funds*

We request \$2,500 per year to sponsor this program.

**4f. Teaching and Research Conferences**

*Federal Funds*

We request \$2,500 per year to sponsor this program.

**4g. On Site Program**

*Federal Funds*

We request \$2,000 in travel and materials for this program.

**4h. Community College FDIB**

*Federal Funds*

We request \$6,000 in year 2 to run this program. Costs will include speaker honorarium, catering, and materials.

**4i. Southern University of Baton Rouge Partnership**

*Federal Funds*

We request \$7,000 in year 1. The money will be used for travel by 3 UConn people to SUBR and 3 SUBR people to UConn.

**5a. Grant for Developing Virtual Study Abroad Course**

*Federal Funds*

We request \$5,000 in year 1 for this program.

**5b. Grant for an Open Enrollment Online Course on “Lean Manufacturing”**

*Federal Funds*

We request \$5,000 in year 1 to develop this program.

**5c. Curriculum Development Grants**

*Federal Funds*

We request \$4,500 per year for this program.

**5d. Grants for Developing STSA**

*Federal Funds*

We request \$4,500 per year for this program.

**5e. Resource Library**

*Federal Funds*

We request \$2,000 per year for this program.

**5f. Development of a New Cross- Cultural Simulation**

*Federal Funds*

Costs for this program are listed under 1u.

**5g. Global Business Trivia Game**

*Federal Funds*

Costs for this program are salary listed in administration.

**5h. International Business Case Development Grant**

*Federal Funds*

We request \$3,500 per year for a stipend to create a new International Business case.

**5i. International Conference on Graduate Management Education**

*Federal Funds*

We request \$4,000 per year to sponsor this program.

**5j. Conference on International Management Education Issues**

*Federal Funds*

We request \$4,000 per year to sponsor this program.

**5k. CIBERweb**

*Federal Funds*

We request \$500 per year to support the up keep and administration of this website.

**6a. State-of-the-Art Research Conferences**

*Federal Funds*

We request \$12,000 in years 1 & 3 to conduct this program. Costs include lodging, catering, materials, space, and other items necessary.

**6b. Faculty Grant Competition for Academic/Applied Research**

*Federal Funds*

We request \$12,000 per year to award research grants to faculty.

**6c. International Business Research Poster Session**

*Federal Funds*

We request \$2,000 per year to produce posters. Costs include catering and other materials as needed.

**6d. Non-UConn Faculty Grant Competition for Research on Competing Globally via Manufacturing Reshoring**

*Federal Funds*

We request \$8,000 per year to award research grants to non-UConn faculty

**6e. Study on Positive Spillovers of Manufacturing for the Economy**

*Federal Funds*

We request \$3,000 in years 3 & 4 as a research stipend for this project.

**6f. Working Paper Series**

*Federal Funds*

We request \$1,000 per year for materials and postage for this project.



## **Exhibit 17**

### **Strengths that Enable UConn to Operate a Successful CIBER**

#### **UConn School of Business**

The University of Connecticut's School of Business is among the top schools nationally as elaborated in Section VII (Adequacy of Resources). Its highly regarded programs are known for its innovative curriculum designs that leverage the latest business theory with experiential learning accelerators, including SS&C Technologies Financial Accelerator and Innovation Accelerator.

This dynamic educational environment challenges students' intellect, enhances their skills set, and prepares them for successful careers in the competitive world of business. Ultimately, UConn School of Business graduates have it all: the fundamental knowledge, skills set, and practical experience to effectively anticipate and manage challenges within today's dynamic and complex world of business. Summarized below are the school's strengths to operate a successful CIBER.

- **Strong Commitment from the School:** We have developed our vision that every member of the UConn Business School community should, by definition, be a global citizen. The growing interconnectedness of the world suggests that managerial education must develop in students an understanding of the global economy, preparing them to address global realities and apply cross-functional management principles to global business. This is reiterated by our school's mission as mentioned in our 2013 Academic Plan for the future: "...to be a globally recognized provider of exceptional managerial and business leadership education through innovative experiential learning in a dynamic global business context; integrating real world application, outstanding research and strategic outreach."
- **Extensive International Insights:** We have extensive international insights which are supported by an international-oriented faculty. The entire 110-member faculty has some degree of international experience. A large percentage of the students in our undergraduate, MBA, and Ph.D. programs come with prior international orientation.
- **Growing International Footprints:** We are connected with a number of regional Institutes/Centers that focus on Africa, Asia, Latin America, Europe and South Asia and undertake on-the-ground activities, benefiting the entire UConn family.
- **Innovative Programs:** We have a variety of new and innovative programs such as off-shore courses, international student projects, and joint faculty research projects with universities overseas. These programs are aimed at expanding the global mindset of our students and exposing them to the global economy and global management realities.
- **International Alliances:** We have an increasing number of exchange and alliance arrangements with leading business schools in all regions of the world as shown below, and we are expanding our international exchange opportunities for faculty and students.

1. School of Management  
Shandong University  
Jinan  
Shandong Province  
P.R. China  
250100  
Contact: Dean Xiangyi Xu
2. Management Development Institute  
Post Box No. 60  
Mehrauli Road, Sukhrali  
Gurgaon, 122 001, India  
Contact: B.S. Sahay, Director
3. Indian Institute of Management,  
Lucknow  
Prabandh Nagar, Off Sitapur Road  
Lucknow - 226 013, India  
Contact: Devi Singh, Director
4. The Sabanci Universitesi, Turkey  
Sabanci University, Orhanli - Tuzla,  
34956 Istanbul, Turkey  
Contact: Ekin Burak Arikan,  
Director of International Programs
5. College of Business and Economics  
The United Arab Emirates  
University  
P.O. Box 17555  
Al Ain  
UAE  
Contact: Dean David Graf
6. College of Business & Economics  
The Australia National University  
Copland Building (24)  
Canberra, ACT, 0200, Australia  
Contact: Alex W. Clarke, Deputy  
Dean
7. Ecole de Management Lyon (EM  
Lyon) Avenue Guy de Collongue 23  
B.P. 174  
F-69132 Ecully Cedex, France  
Contact: Dr. Michel Berthelie
8. Universidad De Talca  
Casila 721, Talca, Chile  
Contact: Dean German K. Echebar
9. Fort Hare University  
Management Development Center  
Main Road  
Private Bag X 1314  
Alice 5700, South Africa  
Contact: Dr. Nhlanganiso Dladla
10. School of Management  
Indian Institute of Technology  
Powai, Mumbai 400 076  
Contact: Dr. M.G. Korgaonker
11. Addis Ababa Univeristy  
Piazza  
Addis Ababa, Ethiopia  
Contact: President Admasu Tsegaye
12. Maastricht School of Management  
Endepolsdomein 150  
P.O. Box 1203  
NL – 6201 Maastricht, The  
Netherlands  
Contact:
13. Skolkovo School of Management  
1st Kadashevsky Pereulok 10, bld. 3  
Moscow 115035, Russia  
Contact: Dean Andrei Volkov

14. Coppead Graduate School of Business  
Federal University of Rio de Janeiro  
Address: Rua Pascoal Lemme, 355 - Ilha do Fundão, Rio de Janeiro  
Contact: Dean Marcos Goncalves Avila

15. University of Queensland  
39 Blair Drive  
Brisbane, QLD 4072, Australia  
Contact: Dean Andrew Griffiths

- **Intellectual Capital:** We continue to build and enhance our intellectual capital in global management among business school faculty through research grants, as well as through the publication of articles, books, teaching cases, and working papers.
- **Our Curriculum:** Our business curriculum is interdisciplinary, offering learning opportunities both at home and abroad. The global management concepts we teach apply to companies of all sizes operating all over the world in every industry. In a survey conducted in Spring 2009, 84% of our faculty responded that their courses have high-to-very-high global content. 95% intended to further increase the global content in their courses.
- **Infrastructure:** We have a strong technology-related infrastructure to complement our global endeavors. UConn is comprised of five regional campuses which include 14 Schools and Colleges offering eight undergraduate degrees with 102 majors to choose from, 17 graduate degrees with 75 research and professional practice fields of study, and 6 professional degree programs (J.D., LL.M., M.D., D.M.D., Pharm. D.) As of October 2008, 10 million square feet of new and renovated space was completed throughout the UConn system.
- **GE Global Learning Center (GEGLC):** A center endowed by GE is closely linked to the UConn CIBER with reinforcing objectives - developing business education programs that produce graduates who understand and excel in today's global business environment. The U.S. economy is in the midst of a fundamental and irreversible transformation toward globalization. As a customer-focused business school, UConn is a leader in providing our students with a global perspective through multifaceted approaches. The GE Global Learning Center leads this endeavor. The Center's mission is to build and enhance the role of UConn and its School of Business as a comprehensive, multi-disciplinary resource for promoting global business education and practice. The Center serves as a focal point for student/faculty exchange, curriculum development, research projects, corporate linkages, business outreach programs, and learning resources development.

- **Connecticut Information Technology Institute (CITI):** This institute supports the school's offerings by way of technology. CITI is committed to providing short-term IT professional development and supporting IT focused academic programs. As a unit of the UConn School of Business, the institute provides the broad spectrum of resources needed to fulfill personal, academic, and corporate IT development objectives. The CITI knowledge community offers a variety of IT solutions, training and education: From enhancing office productivity to advanced development, from short courses to academic degrees.
- **Connecticut Center for Entrepreneurship and Innovation (CCEI):** Housed in the Management Department of the UConn School of Business, the CCEI serves as a focal point for entrepreneurship at the University of Connecticut. The CCEI stimulates student and faculty participation in entrepreneurship and innovation; provides a pipeline of talented, knowledgeable, and skilled entrepreneurs to the state's economy; facilitates the development of transformational businesses in Connecticut; and enhances Connecticut's business climate by assisting new as well as existing companies to solve the complex business problems associated with capturing market opportunities. The CCEI's Innovation Accelerator assists entrepreneurial companies in addressing challenges associated with the identification and capture of business opportunities through interdisciplinary project teams comprised of students, faculty, and entrepreneurs.
- **Sustainable Community Outreach and Public Engagement (SCOPE):** SCOPE's target group of partners include non-profit organizations and for-profit companies that have social outreach and community impact as a significant part of their strategic missions. To avoid what some have described as the "tyranny of the bottom line," UConn's approach is based on the idea that having a positive influence on society-at-large complements the typical for-profit focus emphasized by most business schools. We emphasize the sustainability of this community influence with attention to revenue generation that is enhanced by incorporating a business or for-profit perspective. Rather than training business leaders for the non-profit sector, the SCOPE accelerator has been created to train business leaders – whether they pursue careers in either the private or public sector – that want to make a difference in the lives of others around them.

## **The University of Connecticut's International Perspectives**

As described in Section VII (Adequacy of Resources), UConn is among the top universities in the country. Described below are the international programs and activities of the university.

### **A. U21 Membership**

UConn is a member of Universitas 21. Universitas 21 is the leading global network of research-intensive universities, working together to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility, connecting our students and staff, and wider advocacy for internationalization.

Collectively, its 27 members enroll over 1.3 million students and employ over 220,000 staff and faculty. Their collective budgets amount to over US\$25bn and they have an annual research

grant income of over US\$6.5bn. All Universitas 21 member institutions are research-led, comprehensive universities providing a strong quality assurance framework to the network's activities.

## **B. International Studies**

- ❖ 48% of faculty on all UConn campuses identified themselves as having a strong interest in international research and/or teaching.
- ❖ UConn's Office of International Affairs is the focal point for international activities at the University. Last year, the Office generated \$9 million in external support, including grants, contracts, workshops and training programs. UConn's commitment to international programs is also indicated in its budget allocation of \$10.5 million to the Office of International Affairs.
- ❖ About 425 faculty from across the University are currently engaged in international research projects and/or training programs.
- ❖ Over 200 proposals for conducting research abroad have been filed with the UConn Research Foundation over the past four years.
- ❖ UConn's Study Abroad office and its other academic units have formal relationships with over sixty countries. Each year, more than 3,000 students study overseas through these programs.
- ❖ More than 2,000 international students from 90 countries are enrolled at UConn in degree and non-degree programs, and about 150 international scholars from 40 countries are currently doing research at the University.
- ❖ UConn faculty and staff have received 23 Fulbright Awards since 2000.
- ❖ The University's commitment to international activities is evident in the International Activities Mission Statement, contained in the UConn by-laws as approved by the Board of Trustees. The Mission Statement reads:

The entire University of Connecticut community must be prepared to address the crucial global issues of international peace and understanding, equitable social and economic development, the production and transfer of scientific knowledge and state-of-the-art technology, and improvement in a competitive world market system. The University community represents an outstanding repository of research capacity, knowledge, skills, and teaching competencies in the area of international relations, international studies, and international business. In the rapidly changing global environment, it is incumbent upon us to insure that this tremendously valuable resource be available to the people of Connecticut, the nation, and the world. In order to insure that this university remains in the forefront of the production and dissemination of state-of-the-art knowledge, the Office of International Affairs endeavors to enrich, facilitate and promote the international activities of faculty, students, and business communities.

## **C. Languages Department**

The Modern and Classical Languages Department offers training in 37 languages including the major European languages, Chinese, Swahili, Arabic, Hindi, and others. Through

interdisciplinary programs, languages and area studies faculty have spread their expertise into UConn's professional schools. During 2010-2013, in cooperation with the UConn CIBER, the languages and area studies departments have developed several business language classes, cross-cultural seminars, and symposia.

#### **D. International Center**

The Department of International Services and Programs (DISP), as a part of the Office of International Affairs, aims to serve the international interests of the university community through the development and delivery of support services and programs designed to promote cross-cultural awareness while assisting with the academic and cultural adjustment and personal growth of its constituents.

The major goals are to:

- Provide for the daily advisory needs of international students, faculty, and staff.
- Provide an on-going orientation to the U.S. for international students and scholars.
- Facilitate cross-cultural adjustment between and among UConn students of diverse ethnic and cultural backgrounds.
- Promote greater internationalization of the UConn campus.

#### **E. Area Studies Centers**

UConn's area studies centers include the Center for European Studies, the Center for Latin American and Caribbean Studies, the Center for Contemporary African Studies, the Asian-American Studies Institute, and the India Studies Program. These centers coordinate degree and non-degree programs relative to their area of expertise, and sponsor a wide range of seminars, public lectures, conferences, films, and colloquia.

#### **F. African American Cultural Center**

The H. Fred Simons African American Cultural Center (AACC) of the University of Connecticut was established in 1968 to support African American students in the pursuit of the coveted higher education academic experience. It is recognized that many African American students face unique societal and institutional challenges in developing to the fullest extent of their potential. The Center strives to assist students in overcoming these challenges and supports them in their adjustments to college life through the development of cultural awareness, academic excellence, leadership skills, social consciousness and personal success. The AACC is warm, welcoming and intellectually challenging environment that contributes to vitality of campus for all students, their parents, faculty and staff.

#### **G. Asian American Cultural Center**

The mission of the Asian American Cultural Center is to serve as an informational resource center regarding the Asian American experience and to create an appreciation and understanding of the diverse Asian cultures represented within the community. The Center aids and supports Asian American students in understanding and assessing the various

resources available to them on campus. Another vital role is that the Center will also serve as a cultural liaison to the University community.

#### **H. The Puerto Rican Latin American Cultural Center**

The Puerto Rican/Latin American Cultural Center's mission is to improve the status of Latinos and to promote awareness, understanding, and appreciation of the richness and diversity of Latinos and Latin American cultures. PRLACC works independently and collaboratively with University departments and community organizations to sponsor educational and cultural programs, provide services and leadership opportunities, foster connections, and educate the University and extended community about Latino issues. Our services and programs seek to enhance and support student, faculty, and staff recruitment and retention, as well as enrich the multicultural climate of our community.

#### **I. Human Rights Institute**

The Human Rights Institute has two core missions: first, to coordinate human rights initiatives at the University of Connecticut and support faculty and students who study human rights; and second to promote a unique approach to international human rights scholarship based upon contextual and multidisciplinary research in the social sciences, humanities and law.

#### **J. Roper Center Archives**

The University of Connecticut's Roper Center is a major archive of public opinion survey data. Its data collections include primarily public opinion survey data of a social, economic, and political nature. Coverage includes major commercial, media, and academic survey research organizations in the United States, Europe, Latin America, Asia, and Africa.

Approximately 15,000 data sets are housed at the Center, including:

- ❖ Gallup Organization (AIPO) surveys, Roper Organization surveys, Samuel A. Stouffer's Studies, and National Opinion Research Center Post-World War II surveys on foreign affairs.
- ❖ The National Opinion Research Center's General Social Surveys, Cumulative Datafile, Major Media-sponsored surveys conducted by ABC News, Associated Press, CBS News, Los Angeles Times, NBC News, New York Times, Newsweek, Time, Wall Street Journal, and the Washington Post.
- ❖ The World Value Surveys, Eurobarometer Surveys, Latin Barometer Surveys, and numerous other national, and cross-national data sets.

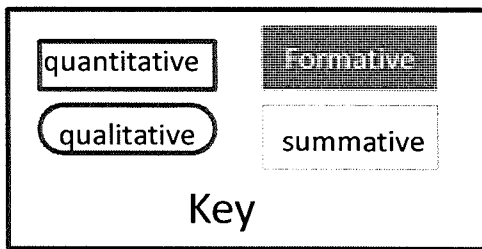
These data, available in machine readable form, can be used to produce a variety of profiles, and to test a variety of propositions related to international business. For example, the annual Eurobarometer surveys include data on support for and reaction to the Euro, personal technology acquisitions and use, and trade subsidies, based on representative samples of all EU member nations. The World Values survey provides the opportunity to compare public opinion in 43 different countries (in the late 1980s, 1990s, and 2000s) and determine the value priorities and changes in value priorities of representative population samples of those

nations. Data access is by subscription outside UConn, but access is free to all UConn faculty members and students.

#### **K. UConn Resources Relevant to CIBER**

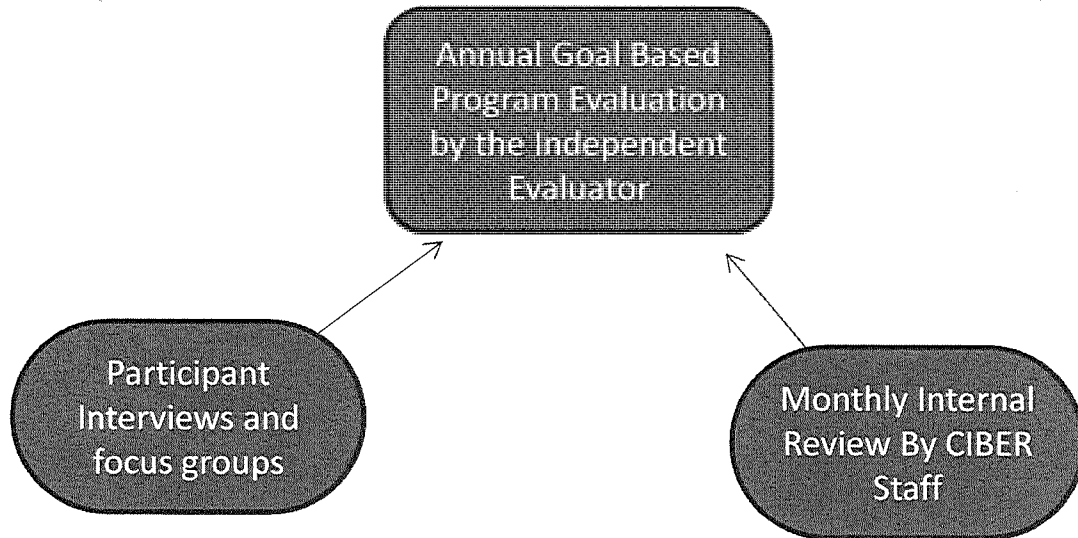
- ❖ **Library Facilities** - The Homer Babbidge Library at the University of Connecticut is rated among the top 50 research libraries in the nation and holds over two million volumes, 3.2 million units of microtext, and over 18,000 serial publications. Babbidge Library serves as a depository of over half a million items of federal, state, and international documents. Other services available include a computer-based inter-library loan service, one of the largest CD-ROM facilities on the East Coast, and an online computer-based bibliographic search capability.
- ❖ **Office Facilities** - The central office of CIBER is housed in the new School of Business that was completed in the fall of 2001. This facility contains all of the services – telephone, fax machines, PCs, copy machines, etc. – needed to implement the proposed programs. Key business faculty are located in the School of Business building. It has sufficient facilities for teaching, seminars and conferences as well, including an impressive boardroom and an amphitheater that seats 125 people.
- ❖ **Computer Facilities** - The University of Connecticut has a central computing center with mainframe computers that offer a wide variety of processing services to the Storrs and regional campuses of the University, several other educational entities, and a number of state agencies. All faculty have networked PCs, giving them the capability to communicate worldwide through the internet and to use the super-computing centers supported by the National Science Foundation. All students have access to the network through their personal computers, or through computer labs in various buildings around the campus. All full-time MBA and undergraduate students in the School are required to purchase laptop computers which are used extensively in the classroom, to facilitate study group work and in the completion of integrated projects.
- ❖ **Other** - The UConn School of Business's contacts with the business community are an important resource. The members of the School's Board of Advisors represent a wide spectrum of businesses. The UConn CIBER's Advisory Council is also a vital source of counsel, contacts, and creative ideas.



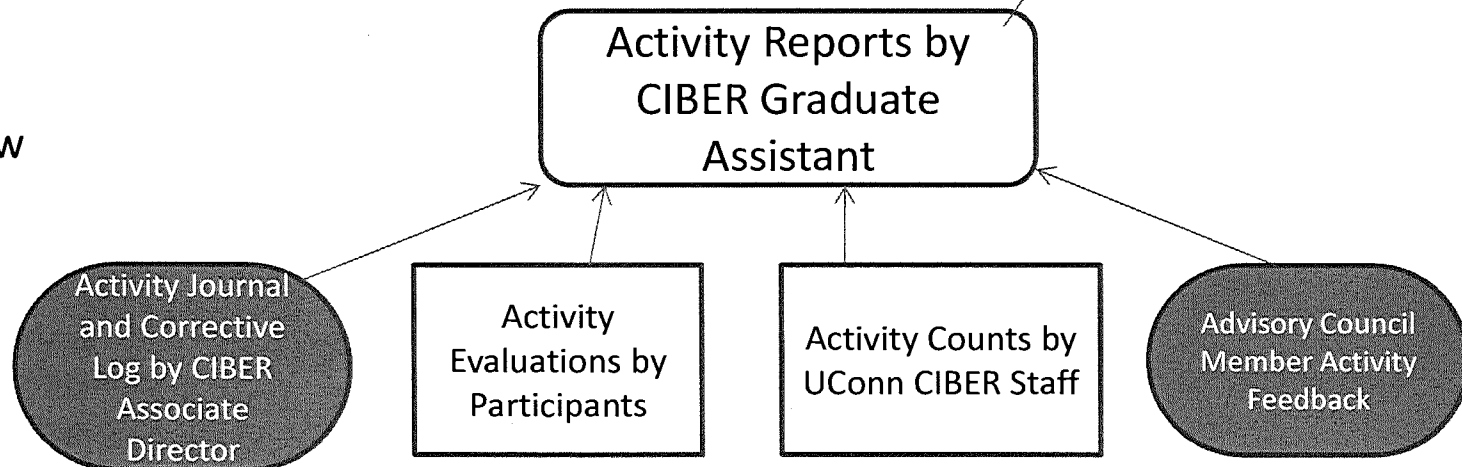


## Exhibit 18 Levels and Types of Evaluation

### Program Review



### Activity Review



1. Project Goal Statement: Enhance talent pool available to US Manufacturers to help them compete globally									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Teach students relevant skills and information	Internationalization of the MEM Program								
	Short-term Study Abroad (STSA) - MEM								
	STSA – CT Community College Network								
	Strategic Policy Questions Initiative								
	Study Abroad Scholar-ships and Awards Dinner								
	CIBER Case Challenge								
	CIBER International Quiz Bowl								
	Global Business Leadership Seminar Series								
	International Business Society								
	CGBP Training								
Enhance knowledge of faculty	Overseas Seminar Fellowship								
	Dissertation Fellowship								
	Resource Guides for Business Language Teachers								
	FDIB: India								
	CIBER / KPMG Seminars on Changing Global Society								
Enhance skill set of business people	Programs on Current Topics that Impact U.S. Competitiveness								
	Forums for Large Multinational Firms								
	Strategic Policy Initiative								
	Entrepreneurial Boot Camp for Veterans								

**1. Project Goal Statement:** Add to and influence the direction of the ongoing inquiry into development of supply chains

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Provide guidance for US Manufacturers on Global Supply Chain	Consulting Projects for U.S. Manufacturers								
Contribute to the research available on supply chain development.	State-of-the-Art Research Conferences								
	Faculty Grant Competition for Academic/Applied Research								
	Non-Uconn Research Grant Competition								

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1. Project Goal Statement: Immerse students and faculty in the cultures and business environments of emerging markets important for manufacturing									
2. Performance Measures	3. Activities	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4	
Develop Programming in Sub-Saharan Africa	Export Accelerator								
	Short-term Study Abroad (STSA) - MEM								
Develop Programming in India	Short-term Study Abroad (STSA) - MBA								
	FDIB India								
	STSA – May Term								



1. Project Goal Statement: Increase knowledge of technological advances relevant to US manufacturers competing globally									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Expose Faculty to cutting edge technology	Seminar on Technology's Role in Reviving U.S. Manufacturing								
Expose Business people to cutting edge technology	CIBER / KPMG Seminars on Changing Global Society								
Expose students to cutting edge technology	Short-term Study Abroad (STSA) - MEM								
	Export Accelerator								
	STSA – CT Community College Network								

# 1. Project Goal Statement: Increase knowledge of sustainability

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Give Faculty first hand exposure to leading edge sustainability in practice	FDIB Green Business: (Australia)								
Give Students and Faculty who cannot travel exposure to sustainability	Virtual FDIB								
Contribute to the literature in the area of sustainability	Faculty Grant Competition for Academic/Applied Research								
	Working Paper Series								

**1. Project Goal Statement:** Work with local and national policy makers to provide research and disseminate information

2. Performance Measures		3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Clarify policy for ease of use		Strategic Policy Questions Initiative								
Educate faculty about relevant policy		Seminar on Corporate Policy in Enhancing U.S. Manufacturing								
Provide a forum for best practice dissemination		National District Export Council								
Add to the literature around Policy		Faculty Grant Competition for Academic/Applied Research								
		Working Paper Series								

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



## GRAND TOTALS

		UCONN	FEDERAL
YEAR 1	2014 - 2015	757,619	364,775
YEAR 2	2015 - 2016	757,253	361,648
YEAR 3	2016 - 2017	797,545	363,874
YEAR 4	2017 - 2018	839,438	361,660
	TOTAL	3,151,856	1,451,957

Exhibit 20

YEAR 1: 2014 - 2015

	Personnel	Fringes	Travel	Federal Supplies	Other	Federal Total	UConn Match
<b>CIBER Administration</b>							
<b>Personnel</b>							
1. John Elliott						0	29,609
2. Sulin Ba						0	112,947
3. Kelly Aceto	33,600	18,077				51,677	64,915
4. Michele Metcalf	24,000	12,912				36,912	46,368
5. TBD Program Assistant		0				0	69,552
6. Mohamed Hussein						0	84,946
7. Katherine Pancak						0	34,662
8. Robert Day						0	51,079
9. Timothy Folta						0	63,932
10. Joseph Pancras						0	40,822
11. Student Labor	8,000	416				8,416	0
12. Graduate Assistants						0	37,710
<b>Travel</b>							
1. Local/in-state travel of CIBER staff			6,000			6,000	
2. Travel to annual CIBER directors and asst. directors mtgs.			7,000			7,000	
3. Travel to other CIBER-related conferences			5,000			5,000	
<b>Supplies</b>							
1. Supplies, postage, fax and phone charges				3,000		3,000	5,000
2. Equipment				2,000		2,000	2,000
<b>Evaluation</b>							
1. Professional service fee for outside evaluators	1,000					1,000	
2. Domestic travel for outside evaluator			2,000			2,000	
<b>SUBTOTAL</b>	66,600	31,405	20,000	5,000	0	123,005	643,542

Exhibit 20

**YEAR 1: 2014 - 2015**

		Federal					UConn Match
		Personnel	Fringes	Travel	Supplies	Other	
1a.	Internationalization of the MEM Program					0	0
1b.	Short-term Study Abroad (STSA) - MEM			5,000		0	5,000
1c.	STSA – May Term					0	0
1d.	STSA – CT CC Network			5,000			5,000
1e.	Internship / Apprenticeship Materials				1,000		1,000
1f.	Domestic STSA for Manufacturing			5,000		0	5,000
1g.	Strategic Policy Questions Initiative					5,000	5,000
1h.	Export Accelerator					0	0
1i.	Study Abroad Scholarships and Awards Dinner					1,500	1,500
1j.	CIBER Case Challenge					8,000	8,000
1k.	CIBER International Quiz Bowl				1,500	1,500	3,000
1l.	Global Business Leadership Seminar Series			400	400	1,200	2,000
1m.	International Business Society					750	750
1n.	CGBP Training					0	0
1o.	Overseas Courses			5,000			5,000
1p.	International Case Competition					3,000	3,000
1q.	Consulting Projects for U.S. Manufacturers			3,000			3,000
1r.	Young Professionals Speaker Series					1,500	1,500
1s.	STSA - MSFRM						0
1t.	Global Fellows Program				500	500	1,000
1u.	Negotiation Workshops						0
1v.	Overseas Seminar Fellowship						0
1w.	Departmental International Business Workshops			1,500			1,500
1x.	Dissertation Fellowship					3,000	3,000
1y.	Internationalizing Doctoral Education in Business Consortium and Conference						0
<b>TOTAL</b>		<b>0</b>	<b>0</b>	<b>24,900</b>	<b>3,400</b>	<b>25,950</b>	<b>54,250</b>
							<b>30,000</b>

Exhibit 20

**YEAR 1: 2014 - 2015**

		Federal					UConn Match
		Personnel	Fringes	Travel	Supplies	Other	
2a.	Symposium on Manufacturing Perspectives			1,000			1,000
2b.	Symposium on Research					0	0
2c.	Seminar on the Role of Government			500	500		1,000
2d.	Seminar on Technology						0
2e.	Seminar on Corporate Policy						0
2f.	Seminar on Energy						0
2g.	Export Accelerator					5,000	5,000
2h.	Education Research Conference						0
2i.	Business Language Resource Guides					4,000	4,000
2j.	National Business Language Conference					2,000	2,000
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1,500</b>	<b>500</b>	<b>9,000</b>	<b>11,000</b>
3a.	The Export Academy						0
3b.	CIBER / KPMG Seminars			500	1,500	3,000	5,000
3c.	WAC programming					4,000	4,000
3d.	Forums for Large Multinational Firms					4,000	4,000
3e.	CGBP Training			9,000		1,000	10,000
3f.	Riddle of the Exporter					1,000	1,000
3g.	Strategic Policy Initiative					5,000	5,000
3h.	Entrepreneurial Boot Camp for Veterans						0
3i.	Global Economic Trends Lecture				2,000	3,000	5,000
3j.	Quarterly Meeting of IB Stakeholders				1,500	500	2,000
3k.	National District Export Council Meeting			500		500	1,000
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>9,500</b>	<b>5,000</b>	<b>22,000</b>	<b>36,500</b>
4a.	FDIB Green Business: (Australia)			8,000			8,000
4b.	FDIB India						0
4c.	Other CIBER FDIB Programs			8,000			8,000
4d.	Virtual FDIB			10,000			10,000
4e.	International Business Teaching Roundtables					2,500	2,500
4f.	Teaching and Research Conferences					2,500	2,500
4g.	On Site Program			1,500	500		2,000
4h.	Community College FDIB						0
4i.	Southern University of Baton Rouge Partnership			7,000			7,000
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>34,500</b>	<b>500</b>	<b>5,000</b>	<b>40,000</b>

Exhibit 20

**YEAR 1: 2014 - 2015**

		Federal						
		Personnel	Fringes	Travel	Supplies	Other	Federal Total	UConn Match
5a.	Grant for Developing Virtual Study Abroad					5,000	5,000	
5b.	"Lean Manufacturing" Course					5,000	5,000	
5c.	Curriculum Development Grants					4,500	4,500	
5d.	Grants for Developing STSA					4,500	4,500	
5e.	Resource Library				2,000		2,000	
5f.	Cross- Cultural Simulation					0	0	
5g.	Global Business Trivia Game					0	0	
5h.	International Business Case Development Grant					3,500	3,500	
5i.	International Conference					4,000	4,000	
5j.	Regional Conference					4,000	4,000	
5k.	CIBERweb					500	500	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>	<b>31,000</b>	<b>33,000</b>	<b>0</b>

6a.	State-of-the-Art Research Conferences			2,000	1,000	9,000	12,000	
6b.	Faculty Grant Competition					12,000	12,000	20,000
6c.	International Business Research Poster Session				1,000	1,000	2,000	
6d.	Non-CIBER Research Grant Competition					8,000	8,000	
6e.	Manufacturing Study			5,000			5,000	
6f.	Working Paper Series				500	500	1,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>7,000</b>	<b>2,500</b>	<b>30,500</b>	<b>40,000</b>	<b>20,000</b>

		Federal						
		Personnel	Fringes	Travel	Supplies	Other	Federal Total	UConn Match
	direct TOTAL	66,600	31,405	97,400	18,900	123,450	337,755	702,042
	indirect cost	5,328	2,512	7,792	1,512	9,876	27,020	55,578
	<b>TOTAL COST</b>	<b>71,928</b>	<b>33,917</b>	<b>105,192</b>	<b>20,412</b>	<b>133,326</b>	<b>364,775</b>	<b>757,619</b>

Exhibit 20

YEAR 2: 2015 - 2016

	Personnel	Fringes	Travel	Federal Supplies	Contractual	Federal Total	UConn Match
<b>CIBER Administration</b>							
<b>Personnel</b>							
1. John Elliott						0	32,137
2. Sulin Ba						0	122,594
3. Kelly Aceto	35,280	17,675				52,955	69,890
4. Michele Metcalf	25,200	12,625				37,825	49,921
5. TBD Program Assistant	18,900	9,469				28,369	37,441
6. Mohamed Hussein						0	92,201
7. Katherine Pancak						0	37,623
8. Robert Day						0	55,441
9. Timothy Folta						0	69,392
10. Joseph Pancras						0	44,309
11. Student Labor	8,000	360				8,360	
12. Graduate Assistants						0	40,286
<b>Travel</b>						0	
1. Local/in-state travel of CIBER staff			6,000			6,000	
2. Travel to annual CIBER directors and asst. directors mtgs.			7,000			7,000	
3. Travel to other CIBER-related conferences			5,000			5,000	
<b>Supplies</b>						0	
1. Supplies, postage, fax and phone charges				3,000		3,000	5,000
2. Computer Equipment				2,000		2,000	2,000
<b>Evaluation</b>						0	
1. Professional service fee for outside evaluators						0	
2. Domestic travel for outside evaluator						0	
<b>SUBTOTAL</b>	87,380	40,129	18,000	5,000	0	150,509	658,235

Exhibit 20

**YEAR 2: 2015 - 2016**

		Federal					UConn Match	
		Personnel	Fringes	Travel	Supplies	Other		Federal Total
1a.	Internationalization of the MEM Program					0	0	
1b.	Short-term Study Abroad (STSA) - MEM						0	
1c.	STSA – May Term						0	
1d.	STSA – CT CC Network						0	
1e.	Internship / Apprenticeship Materials				1,000		1,000	
1f.	Domestic STSA for Manufacturing						0	
1g.	Strategic Policy Questions Initiative					5,000	5,000	
1h.	Export Accelerator					0	0	
1i.	Study Abroad Scholarships and Awards Dinner					1,500	1,500	16,000
1j.	CIBER Case Challenge					8,000	8,000	
1k.	CIBER International Quiz Bowl				500	1,500	2,000	
1l.	Global Business Leadership Seminar Series			400	400	1,200	2,000	
1m.	International Business Society					750	750	
1n.	CGBP Training					0	0	
1o.	Overseas Courses						0	
1p.	International Case Competition					3,000	3,000	5,000
1q.	Consulting Projects for U.S. Manufacturers					3,000	3,000	
1r.	Young Professionals Speaker Series					1,500	1,500	
1s.	STSA - MSFRM			0			0	
1t.	Global Fellows Program				500	500	1,000	6,000
1u.	Negotiation Workshops			2,000			2,000	
1v.	Overseas Seminar Fellowship						0	3,000
1w.	Departmental International Business Workshops			1,500			1,500	
1x.	Dissertation Fellowship					3,000	3,000	
1y.	Internationalizing Doctoral Education in Business Consortium and Conference					4,500	4,500	
	TOTAL	0	0	3,900	2,400	33,450	39,750	30,000

Exhibit 20

**YEAR 2: 2015 - 2016**

		Personnel	Fringes	Travel	Federal Supplies	Other	Federal Total	UConn Match
2a.	Symposium on Manufacturing Perspectives			1,000			1,000	
2b.	Symposium on Research					0	0	500
2c.	Seminar on the Role of Government						0	
2d.	Seminar on Technology			500	500		1,000	
2e.	Seminar on Corporate Policy						0	
2f.	Seminar on Energy						0	
2g.	Export Accelerator					5,000	5,000	
2h.	Education Research Conference			0	2,000	7,000	9,000	
2i.	Business Language Resource Guides						0	
2j.	National Business Language Conference					2,000	2,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1,500</b>	<b>2,500</b>	<b>14,000</b>	<b>18,000</b>	<b>500</b>
3a.	The Export Academy			1,500	1,500	9,000	12,000	
3b.	CIBER / KPMG Seminars			500	1,500		2,000	
3c.	WAC programming					4,000	4,000	
3d.	Forums for Large Multinational Firms					4,000	4,000	
3e.	CGBP Training					1,600	1,600	
3f.	Riddle of the Exporter					1,000	1,000	
3g.	Strategic Policy Initiative					5,000	5,000	
3h.	Entrepreneurial Boot Camp for Veterans						0	
3i.	Global Economic Trends Lecture				2,000	3,000	5,000	
3j.	Quarterly Meeting of IB Stakeholders				1,500	500	2,000	
3k.	National District Export Council Meeting			500		500	1,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>2,500</b>	<b>6,500</b>	<b>28,600</b>	<b>37,600</b>	<b>0</b>
4a.	FDIB Green Business: (Australia)			8,000			8,000	8,000
4b.	FDIB India			6,000			6,000	5,000
4c.	Other CIBER FDIB Programs			8,000			8,000	
4d.	Virtual FDIB						0	
4e.	International Business Teaching Roundtables					2,500	2,500	
4f.	Teaching and Research Conferences					2,500	2,500	
4g.	On Site Program			1,500	500		2,000	
4h.	Community College FDIB				3,500	2,500	6,000	
4i.	Southern University of Baton Rouge Partnership						0	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>23,500</b>	<b>4,000</b>	<b>7,500</b>	<b>35,000</b>	<b>13,000</b>



Exhibit 20

**YEAR 2: 2015 - 2016**

	Personnel	Fringes	Federal Travel	Supplies	Other	Federal Total	UConn Match
5a. Grant for Developing Virtual Study Abroad					5,000	5,000	
5b. "Lean Manufacturing" Course						0	
5c. Curriculum Development Grants					4,500	4,500	
5d. Grants for Developing STSA					4,500	4,500	
5e. Resource Library				2,000		2,000	
5f. Cross- Cultural Simulation					0	0	
5g. Global Business Trivia Game					0	0	
5h. International Business Case Development Grant					3,500	3,500	
5i. International Conference					4,000	4,000	
5j. Regional Conference					4,000	4,000	
5k. CIBERweb					500	500	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>	<b>26,000</b>	<b>28,000</b>	<b>0</b>

6a. State-of-the-Art Research Conferences						0	
6b. Faculty Grant Competition					12,000	12,000	
6c. International Business Research Poster Session				1,000	1,000	2,000	
6d. Non-CIBER Research Grant Competition					8,000	8,000	
6e. Manufacturing Study				3,000		3,000	
6f. Working Paper Series				500	500	1,000	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,500</b>	<b>21,500</b>	<b>26,000</b>	<b>0</b>

	Personnel	Fringes	Federal Travel	Supplies	Other	Federal Total	UConn Match
direct TOTAL	87,380	40,129	49,400	26,900	131,050	334,859	701,735
indirect cost	6,990	3,210	3,952	2,152	10,484	26,789	55,518
<b>TOTAL COST</b>	<b>94,370</b>	<b>43,340</b>	<b>53,352</b>	<b>29,052</b>	<b>141,534</b>	<b>361,648</b>	<b>757,253</b>

Exhibit 20

**YEAR 3: 2016 - 2017**

		Federal					UConn Match
		Personnel	Fringes	Travel	Supplies	Contractual	
<b>CIBER Administration</b>							
<b>Personnel</b>							
1. John Elliott						0	33,991
2. Sulin Ba						0	129,666
3. Kelly Aceto	37,044	19,263				56,307	73,792
4. Michele Metcalf	26,460	13,759				40,219	52,708
5. TBD Program Assistant	19,845	10,319				30,164	39,531
6. Mohamed Hussein						0	97,520
7. Katherine Pancak						0	39,793
8. Robert Day						0	58,640
9. Timothy Folta						0	73,396
10. Joseph Pancras						0	46,865
11. Student Labor	8,000	480				8,480	0
12: Graduate Assistants						0	42,675
<b>Travel</b>						0	
1. Local/in-state travel of CIBER staff				6,000		6,000	
2. Travel to annual CIBER directors and asst. directors mtgs.				7,000		7,000	
3. Travel to other CIBER-related conferences				5,000		5,000	
<b>Supplies</b>						0	
1. Supplies, postage, fax and phone charges					3,000	3,000	5,000
2. Computer Equipment						0	2,000
<b>Evaluation</b>						0	
1. Professional service fee for outside evaluators	1,000					1,000	
2. Domestic travel for outside evaluator				2,000		2,000	
<b>SUBTOTAL</b>	<b>92,349</b>	<b>43,821</b>	<b>20,000</b>	<b>3,000</b>	<b>0</b>	<b>159,170</b>	<b>695,577</b>

Exhibit 20

**YEAR 3: 2016 - 2017**

		Personnel	Fringes	Federal			Federal Total	UConn Match
				Travel	Supplies	Other		
1a.	Internationalization of the MEM Program						0	
1b.	Short-term Study Abroad (STSA) - MEM						0	
1c.	STSA – May Term			5,000			5,000	
1d.	STSA – CT CC Network						0	
1e.	Internship / Apprenticeship Materials				1,000		1,000	
1f.	Domestic STSA for Manufacturing						0	
1g.	Strategic Policy Questions Initiative					5,000	5,000	
1h.	Export Accelerator					0	0	
1i.	Study Abroad Scholarships and Awards Dinner					1,500	1,500	16,000
1j.	CIBER Case Challenge					8,000	8,000	
1k.	CIBER International Quiz Bowl				500	1,500	2,000	
1l.	Global Business Leadership Seminar Series			400	400	1,200	2,000	
1m.	International Business Society					750	750	
1n.	CGBP Training				250	250	500	
1o.	Overseas Courses					0	0	
1p.	International Case Competition						0	5,000
1q.	Consulting Projects for U.S. Manufacturers					3,000	3,000	
1r.	Young Professionals Speaker Series					1,500	1,500	
1s.	STSA - MSFRM			0			0	
1t.	Global Fellows Program				500	500	1,000	6,000
1u.	Negotiation Workshops				1,500	500	2,000	
1v.	Overseas Seminar Fellowship						0	3,000
1w.	Departmental International Business Workshops			1,500			1,500	
1x.	Dissertation Fellowship					3,000	3,000	
1y.	Internationalizing Doctoral Education in Business Consortium and Conference						0	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>6,900</b>	<b>4,150</b>	<b>26,700</b>	<b>37,750</b>	<b>30,000</b>

Exhibit 20

**YEAR 3: 2016 - 2017**

		Personnel	Fringes	Travel	Supplies	Other	Federal Total	UConn Match
2a.	Symposium on Manufacturing Perspectives			1,000			1,000	
2b.	Symposium on Research					0	0	500
2c.	Seminar on the Role of Government						0	
2d.	Seminar on Technology						0	
2e.	Seminar on Corporate Policy			500	500		1,000	
2f.	Seminar on Energy						0	
2g.	Export Accelerator					5,000	5,000	
2h.	Education Research Conference						0	
2i.	Business Language Resource Guides						0	
2j.	National Business Language Conference					2,000	2,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1,500</b>	<b>500</b>	<b>7,000</b>	<b>9,000</b>	<b>500</b>
3a.	The Export Academy			1,500	1,500	9,000	12,000	
3b.	CIBER / KPMG Seminars			500	1,500		2,000	
3c.	WAC programming					4,000	4,000	
3d.	Forums for Large Multinational Firms					4,000	4,000	
3e.	CGBP Training						0	
3f.	Riddle of the Exporter					1,000	1,000	
3g.	Strategic Policy Initiative					5,000	5,000	
3h.	Entrepreneurial Boot Camp for Veterans						0	
3i.	Global Economic Trends Lecture				2,000	3,000	5,000	
3j.	Quarterly Meeting of IB Stakeholders				1,500	500	2,000	
3k.	National District Export Council Meeting			500		500	1,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>2,500</b>	<b>6,500</b>	<b>27,000</b>	<b>36,000</b>	<b>0</b>
4a.	FDIB Green Business: (Australia)			8,000			8,000	8,000
4b.	FDIB India			6,000			6,000	5,000
4c.	Other CIBER FDIB Programs			8,000			8,000	
4d.	Virtual FDIB						0	
4e.	International Business Teaching Roundtables					2,500	2,500	
4f.	Teaching and Research Conferences					2,500	2,500	
4g.	On Site Program			1,500	500		2,000	
4h.	Community College FDIB						0	
4i.	SUBR Partnership						0	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>23,500</b>	<b>500</b>	<b>5,000</b>	<b>29,000</b>	<b>13,000</b>

Exhibit 20

**YEAR 3: 2016 - 2017**

	Personnel	Fringes	Federal Travel	Supplies	Other	Federal Total	UConn Match
5a. Grant for Developing Virtual Study Abroad					5,000	5,000	
5b. "Lean Manufacturing" Course						0	
5c. Curriculum Development Grants					4,500	4,500	
5d. Grants for Developing STSA					4,500	4,500	
5e. Resource Library				2,000		2,000	
5f. Cross- Cultural Simulation					0	0	
5g. Global Business Trivia Game					0	0	
5h. International Business Case Development Grant					3,500	3,500	
5i. International Conference					4,000	4,000	
5j. Regional Conference					4,000	4,000	
5k. CIBERweb					500	500	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>	<b>26,000</b>	<b>28,000</b>	<b>0</b>

6a. State-of-the-Art Research Conferences			2,000	1,000	9,000	12,000	
6b. Faculty Grant Competition					12,000	12,000	
6c. International Business Research Poster Session				1,000	1,000	2,000	
6d. Non-CIBER Research Grant Competition					8,000	8,000	
6e. Manufacturing Study					3,000	3,000	
6f. Working Paper Series				500	500	1,000	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>2,000</b>	<b>2,500</b>	<b>33,500</b>	<b>38,000</b>	<b>0</b>

	Personnel	Fringes	Federal Travel	Supplies	Other	Federal Total	UConn Match
direct TOTAL	92,349	43,821	56,400	19,150	125,200	336,920	739,077
indirect cost	7,388	3,506	4,512	1,532	10,016	26,954	58,468
<b>TOTAL COST</b>	<b>99,737</b>	<b>47,327</b>	<b>60,912</b>	<b>20,682</b>	<b>135,216</b>	<b>363,874</b>	<b>797,545</b>

Exhibit 20

**YEAR 4: 2017-2018**

	Personnel	Fringes	Travel	Federal Supplies	Other	Federal Total	UConn Match
<b>CIBER Administration</b>							
<b>Personnel</b>							
1. John Elliott						0	35,927
2. Sulin Ba						0	137,049
3. Kelly Aceto	38,896	20,615				59,511	77,792
4. Michele Metcalf	27,783	14,725				42,508	55,566
5. TBD Progam Assistant	20,837	11,044				31,881	41,675
6. Mohamed Hussein						0	103,073
7. Katherine Pancak						0	42,059
8. Robert Day						0	61,979
9. Timothy Folta						0	77,575
10. Joseph Pancras						0	49,534
11. Student Labor	8,000	720				8,720	0
12. Graduate Assistants						0	45,175
<b>Travel</b>						0	
1. Local/in-state travel of CIBER staff			6,000			6,000	
2. Travel to annual CIBER directors and asst. directors mtgs.			7,000			7,000	
3. Travel to other CIBER-related conferences			5,000			5,000	
<b>Supplies</b>						0	
1. Supplies, postage, fax and phone charges				3,000		3,000	5,000
2. Computer Equipment						0	2,000
<b>Evaluation</b>						0	
1. Professional service fee for outside evaluators						0	
2. Domestic travel for outside evaluator						0	
<b>SUBTOTAL</b>	<b>95,516</b>	<b>47,104</b>	<b>18,000</b>	<b>3,000</b>	<b>0</b>	<b>163,620</b>	<b>734,403</b>

Exhibit 20

**YEAR 4: 2017-2018**

		Federal					UConn Match
		Personnel	Fringes	Travel	Supplies	Other	
1a.	Internationalization of the MEM Program						0
1b.	Short-term Study Abroad (STSA) - MEM						0
1c.	STSA – May Term						0
1d.	STSA – CT CC Network						0
1e.	Internship / Apprenticeship Materials				1,000		1,000
1f.	Domestic STSA for Manufacturing						0
1g.	Strategic Policy Questions Initiative					5,000	5,000
1h.	Export Accelerator					0	0
1i.	Study Abroad Scholarships and Awards Dinner					1,500	1,500
1j.	CIBER Case Challenge					8,000	8,000
1k.	CIBER International Quiz Bowl				500	1,500	2,000
1l.	Global Business Leadership Seminar Series			400	400	1,200	2,000
1m.	International Business Society					750	750
1n.	CGBP Training				250	250	500
1o.	Overseas Courses						0
1p.	International Case Competition						0
1q.	Consulting Projects for U.S. Manufacturers					3,000	3,000
1r.	Young Professionals Speaker Series					1,500	1,500
1s.	STSA - MSFRM			0			0
1t.	Global Fellows Program				500	500	1,000
1u.	Negotiation Workshops				1,500	500	2,000
1v.	Overseas Seminar Fellowship						0
1w.	Departmental International Business Workshops			1,500			1,500
1x.	Dissertation Fellowship					3,000	3,000
1y.	Internationalizing Doctoral Education in Business Consortium and Conference					4,500	4,500
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1,900</b>	<b>4,150</b>	<b>31,200</b>	<b>37,250</b>
							<b>30,000</b>

Exhibit 20

**YEAR 4: 2017-2018**

		Personnel	Fringes	Travel	Federal Supplies	Other	Federal Total	UConn Match
2a.	Symposium on Manufacturing Perspectives			1,000			1,000	
2b.	Symposium on Research					0	0	500
2c.	Seminar on the Role of Government						0	
2d.	Seminar on Technology						0	
2e.	Seminar on Corporate Policy						0	
2f.	Seminar on Energy			500	500		1,000	
2g.	Export Accelerator					5,000	5,000	
2h.	Education Research Conference			0	2,000	7,000	9,000	
2i.	Business Language Resource Guides						0	
2j.	National Business Language Conference					2,000	2,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1,500</b>	<b>2,500</b>	<b>14,000</b>	<b>18,000</b>	<b>500</b>
3a.	The Export Academy						0	
3b.	CIBER / KPMG Seminars			500	1,500		2,000	
3c.	WAC programming					4,000	4,000	
3d.	Forums for Large Multinational Firms					4,000	4,000	
3e.	CGBP Training				3,000	1,000	4,000	
3f.	Riddle of the Exporter					1,000	1,000	
3g.	Strategic Policy Initiative					5,000	5,000	
3h.	Entrepreneurial Boot Camp for Veterans					5,000	5,000	
3i.	Global Economic Trends Lecture				2,000	3,000	5,000	
3j.	Quarterly Meeting of IB Stakeholders				1,500	500	2,000	
3k.	National District Export Council Meeting			500		500	1,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1,000</b>	<b>8,000</b>	<b>24,000</b>	<b>33,000</b>	<b>0</b>
4a.	FDIB Green Business: (Australia)			8,000			8,000	8,000
4b.	FDIB India			6,000			6,000	5,000
4c.	Other CIBER FDIB Programs			8,000			8,000	
4d.	Virtual FDIB						0	
4e.	IB Teaching Roundtables					2,500	2,500	
4f.	Teaching and Research Conferences					2,500	2,500	
4g.	On Site Program			1,500	500		2,000	
4h.	Community College FDIB						0	
4i.	SUBR Partnership						0	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>23,500</b>	<b>500</b>	<b>5,000</b>	<b>29,000</b>	<b>13,000</b>



Exhibit 20

**YEAR 4: 2017-2018**

		Personnel	Fringes	Federal Travel	Supplies	Other	Federal Total	UConn Match
5a.	Grant for Developing Virtual Study Abroad					5,000	5,000	
5b.	"Lean Manufacturing" Course						0	
5c.	Curriculum Development Grants					4,500	4,500	
5d.	Grants for Developing STSA					4,500	4,500	
5e.	Resource Library				2,000		2,000	
5f.	Cross- Cultural Simulation					0	0	
5g.	Global Business Trivia Game					0	0	
5h.	International Business Case Development Grant					3,500	3,500	
5i.	International Conference					4,000	4,000	
5j.	Regional Conference					4,000	4,000	
5k.	CIBERweb					500	500	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>	<b>26,000</b>	<b>28,000</b>	<b>0</b>

6a.	State-of-the-Art Research Conferences						0	
6b.	Faculty Grant Competition					12,000	12,000	
6c.	International Business Research Poster Session				1,000	1,000	2,000	
6d.	Non-CIBER Research Grant Competition					8,000	8,000	
6e.	Manufacturing Study					3,000	3,000	
6f.	Working Paper Series				500	500	1,000	
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,500</b>	<b>24,500</b>	<b>26,000</b>	<b>0</b>

	Personnel	Fringes	Federal Travel	Supplies	Other	Federal Total	UConn Match
direct TOTAL	95,516	47,104	45,900	21,650	124,700	334,870	777,903
indirect cost	7,641	3,768	3,672	1,732	9,976	26,790	61,535
<b>TOTAL COST</b>	<b>103,158</b>	<b>50,872</b>	<b>49,572</b>	<b>23,382</b>	<b>134,676</b>	<b>361,660</b>	<b>839,438</b>

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Connecticut

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	65,600.00	87,380.00	91,349.00	95,517.00		339,846.00
2. Fringe Benefits	31,405.00	40,329.00	43,981.00	47,104.00		162,819.00
3. Travel	97,400.00	49,400.00	56,400.00	45,900.00		249,100.00
4. Equipment						
5. Supplies	18,900.00	26,900.00	19,150.00	21,650.00		86,600.00
6. Contractual						
7. Construction						
8. Other	124,450.00	130,850.00	126,040.00	124,700.00		506,040.00
9. Total Direct Costs (lines 1-8)	337,755.00	334,859.00	336,920.00	334,871.00		1,344,405.00
10. Indirect Costs*	27,020.00	26,789.00	26,954.00	26,790.00		107,553.00
11. Training Stipends						
12. Total Costs (lines 9-11)	364,775.00	361,648.00	363,874.00	361,661.00		1,451,958.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 03/27/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): US DHHS, Mr. Darryl W. Mayes, Director, 212-264-2069

The Indirect Cost Rate is 8.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Connecticut	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	405,806.00	407,195.00	427,554.00	448,935.00		1,689,490.00
2. Fringe Benefits	223,416.00	236,280.00	252,796.00	269,753.00		982,245.00
3. Travel	8,000.00	13,000.00	13,000.00	13,000.00		47,000.00
4. Equipment						
5. Supplies	7,500.00	7,500.00	7,500.00	7,500.00		30,000.00
6. Contractual						
7. Construction						
8. Other	57,321.00	37,760.00	38,226.00	38,720.00		172,027.00
9. Total Direct Costs (lines 1-8)	702,043.00	701,735.00	739,076.00	777,908.00		2,920,762.00
10. Indirect Costs	55,578.00	55,518.00	58,468.00	61,535.00		231,099.00
11. Training Stipends						
12. Total Costs (lines 9-11)	757,621.00	757,253.00	797,544.00	839,443.00		3,151,861.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Kelly"/>	<input type="text"/>	<input type="text" value="Aceto"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="2100 Hillside Rd, Unit 1041"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Storrs"/>
County:	<input type="text"/>
State:	<input type="text" value="CT: Connecticut"/>
Zip Code:	<input type="text" value="06269-1041"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="8604865458"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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